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ABSTRACT

This collection of papers includes lessons learned from a 3-year collaboration among faculty who had pursued a scholarly inquiry of service-learning, integrated service-learning into their curricula, altered their teaching, forged partnerships with community based organizations, and developed measures and methodologies for assessing results. The project was designed to introduce faculty to service-learning pedagogy and help them implement service-learning instruction and integrate service learning into curricula. Chapter 1, "An Introduction to Service-Learning" (Nomsa E. Geleta and Juanita Gilliam), defines service-learning and its application in teacher education programs and as: a Maryland state initiative, an effective teaching strategy, a reform strategy, and a conduit for meeting educational standards. Chapter 2, "Curriculum Integration," presents descriptions of the courses that instructors taught and infused with service-learning. Chapter 3, "Teacher Education Service-Learning Assessment" (Douglas Ball), helps beginners develop a perspective on the complexity of service-learning, specifically for measuring the impact of service-learning projects conducted within teacher education courses. Chapter 4, "Learning in the Context of Service: Concluding Thoughts" (Edward Robeck, Barbara Laster, Joel T. Jenne, and Elizabeth H. Brooks), discusses varied approaches to service-learning, reaching through difference with a commitment to serve, and the structure of and benefits from service-learning. (Chapters contain references.) (SM)

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Learning to Serve, Serving to Learn

A View from Higher Education

Integrating Service-Learning Into Curriculum: Lessons Learned

Teacher Education Consortium in Service-Learning

Coppin State College • Salisbury University • Towsan University

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Learning to Serve, Serving to Learn

A View from Higher Education

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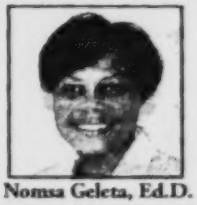

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Teacher Education Consortium in Service-Learning (TECSL)

MEMBER INSTITUTIONS

Coppin State College

A historically black college founded in 1900 as a one-year training program focused on preparing teachers for schools in a public urban center, Coppin's current mission is to provide high-quality undergraduate and graduate education in the arts and sciences and in pre-professional and professional areas including teacher education and nursing. Coppin State College has the unique mission of primarily focusing on the problems, needs and aspirations of Baltimore's central city and its immediate metropolitan area. As a model comprehensive, urban, liberal arts college, Coppin serves many Baltimore residents from very diverse ethnic, religious and socioeconomic backgrounds.

Salisbury University

Founded in 1925 as a college for the preparation of teachers, Salisbury University has progressed to become a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional and professional programs, with several select, mostly applied, graduate programs. Located on Maryland's Eastern Shore, the University has remained staunchly loyal to its communities and heritage while serving an increasingly diverse student body from across Maryland, other states and nations. In recent years, the University has achieved both regional and national distinction among its peers and has been acknowledged in several national publications as one of the best public comprehensive universities in its class.

Towson University

Established in 1866 in downtown Baltimore as the Maryland State Normal School to train teachers, Towson University has grown to become the largest comprehensive university in the Baltimore area. Nationally recognized for programs in the arts and sciences, communications, business, health professions, education, fine arts and computer science, the campus is located in the suburban community of Towson, MD, just eight miles north of downtown Baltimore. Excellence at Towson University begins with its commitment to a sound liberal arts education for every student. Students at Towson develop a range of intellectual skills that enrich and shape their lives long after their formal education has ended.

ACKNOWLEDGMENTS

The Teacher Education Consortium in Service-Learning gratefully acknowledges the generous support of the Learn and Serve America Program of the Corporation for National and Community Service. This project would simply not have been possible without the funding and technical assistance provided through this partnership. The Maryland Student Service Alliance delivered technical assistance through a gifted staff that was instrumental in the formative stages of the project. We are indebted to administrative leaders on each of the consortium campuses for their support, both financial and moral, and for their ongoing commitment to the enrichment of teacher education programs. A final acknowledgment goes to the project participants, whose sustained commitment to teaching, learning and scholarship produced the results reported in this document.

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Introduction

Barry M. King, Program Director,
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Service-learning instruction for preservice teachers has particular importance in Maryland, the only state in the nation with a universal public high school service-learning graduation requirement. This requirement was instituted by the Maryland State Department of Education in 1993. Local education agencies have addressed faculty development needs created by this requirement primarily through in-service training. Such an incremental approach to teacher training resulted in implementation across the state that was very uneven both in practices employed and program quality.

The Teacher Education Consortium in Service-Learning (TECSL) was formed in 2000 under the auspices of the Institute for Service Learning at Salisbury University with grant support from the Learn and Serve America program of the Corporation for National and Community Service. The consortium created a partnership among Coppin State College, Salisbury University and Towson University for the purpose of integrating service-learning instruction into teacher education programs on these University System of Maryland campuses. These campuses, all of which were historically state teachers colleges, have large and vibrant teacher education programs that continue to play an important role in producing competent teachers for Maryland schools. Equipping graduates with the knowledge and skill to use service-learning effectively in their teaching will provide an ongoing source of new professionals who will, over time, help the State Department of Education more closely approximate the educational potential of the service-learning requirement.

The primary audiences for this publication are faculty and policy makers in teacher education programs and colleges of education. It includes lessons learned from a three-year collaboration among faculty who have pursued a scholarly inquiry of service-learning, integrated service-learning into curricula, altered their teaching, forged partnerships with community-based organizations and developed measures and methodologies for assessing results. Since most consortium faculty came to this project as novices in service-learning, it is our hope that the publication will be of particular assistance to teacher education faculty who are not familiar with this pedagogy, but who have an interest in exploring it as a means of enriching their scholarship and their teaching, and preparing graduates who will be effective practitioners.

The deans of education from each consortium campus supported this project and assisted in identifying a faculty member to serve as campus coordinator and project participant. The campus coordinators were instrumental in recruiting four additional colleagues to the project, so that each campus team was comprised of five faculty. Selection of faculty was guided by the goal of integrating service-learning into program curricula in a way that would result in it remaining as a permanent offering. It was important, therefore, that each campus identify which faculty and which courses would best achieve this end. Project management support was provided by Salisbury University and a sixth member of the Education Department faculty was hired as project evaluator. Faculty participants and campus coordinators received stipends from the Learn and Serve America grant.

The primary objective for year one of the project was to introduce faculty to service-learning pedagogy and best practices for implementing and assessing service-learning instruction. Important training and technical assistance was provided by staff from the Maryland Student Service Alliance and Worcester County Board of Education at three training sessions conducted during the first year. Participants received readings and Internet resources, including the National Service Learning Clearinghouse, to supplement training. A TECSL Web site was created to facilitate ongoing exchange among the faculty, and travel to professional conferences was supported by grant funds. At the end of the first year each faculty participant developed a syllabus that incorporated service-learning into one course they would be teaching the following year.

Year-two of the project was designed as the pilot integration phase, when faculty actually implemented service-learning instruction. Three consortium meetings were held during which information, challenges and results were shared among participants. Professional

conference attendance continued to be supported with some faculty having papers or presentations accepted to disseminate their experiences to the field.

The third and final year of the project was devoted to final integration of service-learning into curricula, with modifications having been made based on the pilot integration experience. Given the particular nature of service-learning pedagogy, it is anticipated that lessons will continue to be learned that will inform ongoing refinements.

Collaboration among institutions of higher education can present a unique set of challenges. To engage a talented, seasoned and richly diverse group of faculty from campuses with different cultures and traditions in changing their curricula in a common direction made this collaboration a particularly ambitious undertaking. Two primary factors led to the success of the TECSL collaboration.

First, those leaders on each campus who contributed to the project design and selection of faculty participants provided a clear purpose and brought to the project individuals who contributed not only their talent as educators but also a generous spirit of collegiality and mutual support. Consortium meetings were marked by honest discussions and exchanges of viewpoints that were often spirited and always intellectually stimulating.

The second key to the success of this collaboration was the role and work of the campus coordinators. Their leadership, diligence and willingness to master the arcane world of grants management were crucial to keeping project activities on schedule, keeping their teams informed, and collecting data for reports. They fulfilled these responsibilities, often against the pressure of deadlines, with good humor and grace.

This publication has been designed to describe the potential of service-learning as a pedagogical tool and the variety of approaches and outcomes available to practitioners. Even though TECSL faculty began with a common definition of service-learning, discussed in Chapter One, and used a common assessment model to gauge results, described in Chapter Three, the reader is referred to Chapter Two to see how it was actually integrated into a range of courses. For example, individual faculty developed different learning outcomes, employed a variety of strategies to identify appropriate service projects and, although a common assessment model was used, different measures were emphasized. Finally, Chapter Four offers some concluding thoughts and identifies common strands that emerged across courses through this collaboration.

Chapter 1

An Introduction to Service-Learning

Nomsa E. Geleta, Ed.D., Salisbury University
Juanita Gilliam, M.A., Coppin State College

Chapter 1

An Introduction to Service-Learning

Nomsa E. Geleta, Ed.D., Salisbury University
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SERVICE-LEARNING DEFINED

According to the National and Community Service Trust Act of 1993, service-learning is defined as a teaching strategy by which students learn and develop through active participation in a thoughtfully organized service. It reinforces specific educational objectives while also engaging students in a meaningful and structured service to the community. A well-planned service-learning project allows students to learn and develop through active participation in a carefully planned service that is specifically developed to meet and address real community needs. Connecting community service with academic goals and objectives helps to enhance and enrich the educational experience of students. It encourages them to draw upon what they learn in class to meet the needs of the community. Service-learning infused into the curriculum expands each student's sense of community. At the same time, participation provides the opportunity to apply what they learn from the community to meet specific course requirements. Therefore, service-learning works best when it is an integral part of the curriculum. As Kolb (1984) established in his theory of experiential learning, what students learn in the classroom as theory is better grasped when it is practiced in real-life situations.

Literature on service-learning suggests that the benefits of engaging students in service-learning include greater retention of course material due to the fact that students begin to see the relevance of their learning as it pertains to real life experiences and issues (Dewey, 1938; Kinsley & McPherson, 1989; Verducci & Pope, 2001). Furthermore, students learn personal and social responsibility. From their involvement and participation in service-learning projects, attributes of leadership and civic duty also emerge. Through service-learning projects students take responsibility for their own learning, and they begin to see themselves as leaders, problem solvers and achievers. Such activity encourages creativity for both teachers and students as they figure out ways to make the classroom content relevant to community service.

The chapters in this volume were generated out of the authors' experiences with service-learning in teacher education through a consortium established with funding from Learn and Serve America, Corporation for National Service-Learning. The consortium members contributing to this volume used the following essential elements identified in the literature on service-learning to develop effective service-learning projects in their own teaching:

1. Preparation
   a. Identifying of community need
   b. Presenting of course content that will enable the student to provide meaningful service to the selected community
   c. Considering of logistical procedures of performing service
   d. Reflecting on the fit between the content addressed in class and the ability to meet the selected community need
2. Action
   a. Making decisions about the type of service to provide (direct, indirect or advocacy)
   b. Establishing partnerships and collaboration with the community
   c. Providing the service that has been mutually agreed upon
   d. Reflecting on the service experience
3. Evaluation
   a. Reporting of final outcomes of the service-learning experience
   b. Reflecting on the impact of service-learning on self in enhancing knowledge, skills and attitudes that are necessary for the development of intellectual capacity and civic responsibility
   c. Assessing the impact of the service to the community
   d. Sharing the results with the community at large

Reflection, as illustrated in the following diagram, is central to each phase of service-learning. Students reflect in the preparation phase as they identify the community need, considering if the knowledge that they develop at each stage is sufficient to provide the needed service. In the action phase, students actually perform the service. At that point, they constantly reflect on their ability to provide the service, on the state of the partnership, and the challenges and successes that they encounter. During the final phase, the sharing of results, students not only discuss among themselves and the teacher their thoughts about the service experience, but they also prepare a written assignment detailing their reflections on the service-learning activity. This assignment gives the students an opportunity to reflect on everything that they learned and practiced. At this stage, students discuss how the service-learning activity influenced their thinking and their perception of the total experience. This assignment also gives them an opportunity to revisit their earlier reflections and what they learned from them, analyze the questions that were raised, and discover areas still in need of improvement. This stage requires a lot of thought and guidance from the instructor as students attempt to evaluate their service, and the impact on those they served. The final report is usually oral, providing an opportunity for the whole class to benefit from these experiences. A written copy can be graded based on criteria established to meet the goals and objectives set forth in the syllabus for the course.

SERVICE-LEARNING COMPONENTS

SERVICE-LEARNING IN TEACHER EDUCATION PROGRAMS

There are many compelling reasons for integrating service-learning into teacher education programs. Several of the reasons that have been given for service-learning inspired the consortium members to undertake this project. These reasons are grouped into four broad categories which include considering:

- Service-learning as a state initiative
- Service-learning as an effective teaching strategy
- Service-learning as an education reform
- Service-learning as a conduit for meeting educational standards.

These reasons are compelling and can provide inspiration to educators considering integrating service-learning into their courses.

SERVICE-LEARNING AS A STATE INITIATIVE

The popularity of service-learning programs is growing. In 1993, Maryland became the first state to institute participation in service-learning for all students in the middle grades through high school as a condition of graduation. The *Code of Maryland Regulations* outlines specific requirements related to service-learning. While the state of Maryland requires 75 hours of service before high school graduation, the state has failed to provide a comprehensive plan for education reform, which includes integration of service-learning into the teacher education programs. Proponents of service-learning know that a seamless approach to education reform that includes all institutions, even higher education partners, has a potential to accomplish the intended outcomes. For effective service-learning programs to occur, teacher-education programs must commit to integrating this concept into their academic programs. Only with such commitment can reform result in a cadre of well-trained teachers who are skilled in designing effective service-learning projects. Current trends in global education require teacher education programs to prepare candidates who are capable of instilling in their students knowledge, skills and dispositions that will enable them to competently apply the knowledge gained through their education in solving real-life problems.

SERVICE-LEARNING AS AN EFFECTIVE TEACHING STRATEGY

Service-learning is a sound teaching strategy rooted in various theoretical and philosophical frameworks (Anderson & Guest, 1993). Service-learning is closely associated with experiential learning/hands-on learning (Dewey, 1938; Kolb, 1984), multicultural education approaches (Sleeter & Grant, 1987; Banks, 2001), and social reconstructionist/curriculum transformation (Allam & Zerkin, 1993; Noddings, 1992), learning theories that are at the heart of teacher-education programs nationwide. The value of applying the knowledge gained through classroom content to real-life situations is central to service-learning. It provides a direct avenue for students to internalize and experience the content first hand. The process of applying content gained during classroom instruction to real-life situations requires sophisticated skills in negotiating one's personal meaning of the knowledge in the context of a given situation.

SERVICE-LEARNING AS AN EDUCATION REFORM

The Comprehensive School Reform incorporated under the No Child Left Behind Act of 2002, gives well-defined guidelines for a model to be considered an education reform. Four of those guidelines from the legislation are fundamental to service-learning programs. These are that the reform:

- employs proven strategies based on scientifically based research and effective practices.
- provides high quality teacher and staff professional development.
- provides for meaningful involvement of parents and the local community in planning, implementing and evaluating school improvement activities.
- has been found, through scientific research, to significantly improve the academic achievement of students.

In a comprehensive study conducted by Pearson (2002) service-learning was found compatible with leading education reform models such as Accelerated Schools Project, America's Choice, ATLAS Communities, Purpose-Centered Education, Center for Effective Schools and the Coalition of Essential Schools. The results indicated that of the 28 leading education reform models surveyed, 24 ranked the essential components of service-learning highly compatible or compatible. Specific service-learning components cited include:

- teacher use of a variety of learning materials other than books
- opportunities provided for students to apply their knowledge and skills to real-life situations
- instructional methods that include project-based learning and applied learning
- curriculum that addresses specific local community needs
- time provided for student reflection in journal entries and classroom dialog
- alternative assessments such as portfolios, presentations and rubrics

(p. 11)

SERVICE-LEARNING AS A CONDUIT FOR MEETING EDUCATIONAL STANDARDS

Through service-learning, teacher-education programs can effectively meet the standards of excellence in teacher preparation set forth by the National Council for Accreditation of Teacher Education (NCATE) 2000. In particular, Standard One states that "teacher candidates consider school, family and community contexts in connecting concepts to students' experiences, and apply the ideas to real-life problems." It further states, "Candidates' work with students, families and communities should reflect the disposition expected ... candidates recognize when their own disposition may need to be adjusted and are able to develop plans to do so" (p. 18). Standard Four requires teacher candidates to have experiences that help them to confront issues of diversity and to develop proficiencies for working with students from diverse backgrounds and students with exceptionalities. Through well-developed service-learning projects and thoughtfully designed reflections, teacher candidates can effectively meet the expected outcomes. Content standards and state performance standards can also be easily aligned and met through service-learning activities that are thoughtfully integrated into the curriculum.

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Chapter 2
Curriculum Integration

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Chapter 2
Curriculum Integration

INTRODUCTION

The authors for the pieces in Chapter 2 are the course instructors and the TECSL participants who taught a variety of courses ranging from undergraduate general foundations of education courses to adult education and graduate courses in topics ranging from measurement and evaluation to the aging process. Only four of the pieces are actual methods courses for preservice teachers, but those four courses represent a variety of curriculum areas: early childhood primary curriculum, social studies methods, science methods and children's literature. The variety of courses should be an inspiration to anyone wanting to infuse service-learning into a course that they teach.

The examples in this chapter are grouped chronologically by when the course would be taken at any given university:

EDUC 210: Schools in a Diverse Society;
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EDUC 210: Schools in a Diverse Society;
Nomsa E. Geleta, Ed.D.; Salisbury University

WLIT 205: Honors World Literature;
Juanita D. Gilliam, M.A.; Coppin State College

EDUC 203: Teaching and Learning in a Diverse Society;
Barbara Laster, Ed.D.; Towson University

ECED 201: Intervention and the Young Child;
Barry Frieman, Ed.D.; Towson University

ECED 342: Primary Curriculum;
Nancy W. Wiltz, Ph.D.; Towson University

ELED 312 : Science Instruction;
Edward Robeck, Ph.D.; Salisbury University

ELED 313: Social Studies Instruction;
Joel T. Jenne, Ph.D.; Salisbury University

EDUC 408: Children's Literature;
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Elizabeth H. Brooks, Ed.D.; Coppin State College

SCED 319: Survey of Educational Programs;
Elizabeth Wilkins, Ph.D.; Towson University

ADLT 504: Partnering with the Community - A Graduate Practicum;
Theresa Harris, Ph.D.; Coppin State College

ADLT 533: The Aging Process;
Alfred L. Sutton, Ed.D.; Coppin State College

ADLT 513: Sociology and Community Development;
Elinor Santor, Ph.D., and Elizabeth Brooks, Ed.D.;
Coppin State College

ADLT 530: Environment and Aging;
Alfred L. Sutton, Ed.D.; Coppin State College

EDUC 560: Teaching in a Multicultural/ Multiethnic Society;
Lijun Jin, Ed.D.; Towson University

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EDUC 210: SCHOOLS IN A DIVERSE SOCIETY

Carolyn M. Bowden, Ph.D.
Salisbury University

Service-Learning Research and Field Experience Reflection Project

Course Description

Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values and skills needed to live, learn, interact and work in a global society.

The "primary" participants in this project were two groups of undergraduate elementary and secondary education majors enrolled in a foundations of education course. The "secondary" participants were students enrolled in elementary, middle, high school or after-school programs. Each university class typically numbered approximately 30 students. University students worked one-on-one with assigned students. When possible, university students were linked with students whose cultures differed from their own. The majority of non-university students (children) were located within Wicomico, Somerset, Dorchester or Worcester county public schools. A small number of university students traveled to Baltimore to work with African-American children enrolled at Kelson Elementary, an inner-city school located on the west side of Baltimore.

Project Focus

Service-learning has been a high school graduation requirement for a number of years in Maryland. As future teachers, education majors—especially secondary teachers—could, and most likely would be responsible for designing and overseeing service-learning projects when they had classrooms of their own. With assigned field work as a requirement for this course, it provided an appropriate avenue for students to develop a clearer understanding of what a good service-learning experience is comprised.

There were two goals for my service-learning project. My first goal for the project was to have students engage in Internet research on both volunteerism and service-learning in order to understand the commonalities and differences between the two and to submit a written project which verified their understanding. To ready them for the assignment, in-class focused free-writing provided a quick and informal assessment of their base knowledge. Students were instructed to "write for five minutes on the topics of volunteerism and service-learning." The following three samples of student free-writing prior to their research and service-learning experience suggests that students do not have a clear understanding of what service-learning is all about. No names are put on the writing because they are shared with the whole class to show need for additional exploration of the topic.

> Sample #1: Volunteering and service-learning are the same thing. It can be anything that somebody does for somebody else. For example, if I mow my neighbor's grass or baby sit I am volunteering and doing service-learning.
>
> Sample #2: Volunteering refers to doing something for free or without earning wages for service. Service-learning refers to doing something for someone that they need having done, but there is pay associated with it.
>
> Sample #3: I did service-learning as a Boy Scout. We cleaned up a neighborhood. We received badges for completing our project.

My second goal was to engage students in service-learning activities which could not only provide them with "real" teaching experiences, but would also be beneficial to public school teachers who were seeking help for those students who needed additional instruction.

Salisbury University's accredited teacher education program requires students enrolled in EDUC 210 to complete a 20 hour field experience which is school related. My project was designed to have students use field experience, research and reflection to learn about volunteerism and service-learning. The project focused on three of the five service-learning competencies: 1) Understanding and Engaging in the Service-Learning Process, 2) Identifying a Relationship Between Service-Learning Project and Course Content, and 3) Sharing Results.

Project Description

One of the areas explored in EDUC 210, Schools in a Diverse Society, is " education for social change." It is within this area of social change that students initially explore service-learning as a tool which can impact global change. Unfortunately, the depth at which service-learning is covered varies among foundations textbooks with some barely giving more than a one-line, broad, nondescript definition to others which delve into meaningful vignettes which highlight both research and value. Most tend to lean toward a central theme of involvement through action. Parkay's definition (2001) is clear, succinct and right on the target I want my students to aim for. Parkay describes service-learning as "a way to provide students with opportunities to deliver service to their communities while engaging in reflection and study on the meaning of those experiences " (p. 128).

Salisbury University students are not allowed to contact schools to arrange for their own placements, so my project did not include the first two service-learning components of 1) identifying community need or (2) establishing partnerships and collaboration with community to develop a service-learning project. Students began the project at step 3: service-learning process: preparation—action—reflection. Investigation of the three service-learning competencies which were the focus of the project—understanding and engaging in the service-learning process, identifying a relationship between service-learning project and course content; and sharing results was done using a four-step process.

Step One began with the university students doing a focused free-writing activity in class. Students were given the following instructions: "In a brief statement, write what you know about volunteerism and service-learning." Their written statement was to be the impetus of their research to determine if what they wrote was accurate, erroneous or incomplete.

Step Two involved beginning Internet research on volunteerism and service-learning. Students were instructed to "read no less than five articles on each of the two topics (volunteerism and service-learning) to select what they felt was the best and most complete definition for each and to make a comparison of the two in terms of similarities and differences if any were found.

Step Three was to complete 20 hours in their assigned school-related placement.

Step Four was to submit a written reflection on the field experience defining it as either volunteerism or service-learning based upon their research and personal school-related experience. A rubric was used to evaluate the written reflections students submitted (see Appendix A).

Sample Student Reflections

Marc Y. wrote the following during the first semester of the project:

> The differences of volunteerism and service-learning aren't great, but there are some. Service-learning is through school or work programs. Volunteerism is just going out into your community and doing good things to help people. Both are great things to perform, and they are both very educational and worthwhile.

Carol V.'s paper (submitted summer 2002) provides an example of how students researched service-learning and then defined their experience:

> Was my observation/participation in a school-related experience service-learning or volunteerism? I have concluded that my experience was service-learning. I found this definition of service-learning to be helpful in making my decision: "Service-learning means a method under which students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances that academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience." (http://csf.Colorado.edu/sl/what-is-sl.html)
>
> Volunteerism, on the other hand, does not include the elements of structured time for reflection and integration into an academic curriculum. Volunteerism includes time spent in the Peace Corps or AmeriCorps, or less formal ways of helping out in one's community.

> As President Bush recently said in his June 1 radio address to the nation: "Americans serve others because their conscience demands it, because their faith teaches it, because they are grateful to their country, and because service brings rewards much deeper than material success." (http://usinfo.state.gov/usa/volunteer/s060102.htm) Our main purpose in engaging in this time of service in a structured children's educational activity is to learn how to become better teachers. This is why our experience during this course falls into the category of service-learning.

A sample of Alison M.'s paper shows how students used specific examples to help them define their classroom experience:

> After researching volunteerism and service-learning, I was able to see how my placement at Chipman Elementary School fit in. I would consider my experience there as service-learning because of my role in the classroom. Mrs. S., the main teacher, has a particularly diverse first grade class. She allowed me to work one-on-one with the children in her classroom tutoring in either math or writing. In such a diverse classroom, I was able to apply knowledge I gained in this class about how to handle different ethnic groups. I could see how Mrs. S. handled her class with different races of children. However, I was not just a passive bystander in this class. I was paired with a number of children to work with. Just from interacting with them, I was able to learn a little about their family backgrounds, which varied greatly from my own. For example, one girl, "K", told me how she was only able to see her sister on the holidays because she lives in Baltimore with her father. From our in-class discussions and reading our textbook (McNergney, pp. 298-301), I was obviously aware that not everyone has had an upbringing like mine, but stories such as this opened my eyes more. The most important thing I learned form my service-learning experience in Mrs. S.'s class was about dealing with families of these diverse students. There is a child in the class, "L", whose family speaks no English. Mrs. S. had to be sensitive to this and send letters home in Spanish and couldn't expect "L " to get much help on his homework from his family. This showed me that knowing the background of your students is important and you must adjust your plans accordingly. All of the experiences have not only let me use my prior knowledge, but also allowed me to gain more in the process. In addition, I have been able to reflect on my experiences at Chipman through this class. For these reasons, my placement was a service-learning project as opposed to volunteerism."

Conclusion/ Recommendations

Overall, as an instructor, my goals were met. Participation in this project also provided me with an ongoing professional growth experience. From the outset and throughout the project, students arrived in class with varied, and sometimes confusing definitions of volunteerism and service. Most had participated in an activity referred to as "service-learning," but they did not fully understand the connection between their activity and how it enhanced classroom instruction. Comparing initial entries such as Marc Y.'s with those of Alison M. and Carol V. show improved student documentation of their research and field experience. As the project comes to an end, it is now evident that the overwhelming majority of students recognize the value of service-learning and are knowledgeable in knowing what components make up a valuable learning experience. In most cases, teachers and children in the school sites found the university students to be extremely helpful and looked forward to their classroom interaction.

Sadly, there were a few students whose experiences did not reap the full positive results I had hoped for which was a loss for both the university students and children in the school settings. Sarah R. reflects on her disappointment:

> Learning through service-learning or volunteerism allows one to become more diverse, to understand what is actually going on in the world through interaction. Our Web research as well as our textbook helped to enhance our understandings. Our textbook introduced the class to a diverse world. It

> taught us how to deal with children of different races and ethnicity... When I arrived at the school I introduced myself to the teacher and asked what she wanted me to do, she informed me that I would only be observing so I sat in the back of the room and took notes. I was a little disappointed because I thought I would be able to interact with the children, but this was not the case ... I would consider my experience a service-learning experience rather than volunteerism because I benefited from these experiences as well as the students in the classroom. Although I only sat in the back of the room and observed, the students would greet me and I feel as though they looked forward to my being there. I have never been in an elementary school looking at things through the eyes of the teacher. It is a totally different perspective. I do not think I would of totally understand the pieces of this course had I not been able to go to the elementary school and see it with my own two eyes. While observing I looked around the classroom and realized how the bulletin boards were educational and eye-catching. They would change every week, which I think allowed students to have variety, to keep the classroom as appealing as possible (see attached bulletin board sketch).

Participation in this project has provided me with a stronger foundation on which to construct and revise service-learning requirements for students. Initially I failed to provide detailed instructions of what was expected. I think this is evident the sample written by Marc Y. I also didn't use the informal free-writing assessment to get some prior knowledge of where students were coming from. I began with no rubric, developed a general rubric, and then with each succeeding semester refined it. The current rubric has been most helpful in terms of providing students with more complete guidelines for meeting quality performance guidelines. It seems that students began to provide more detailed research and better samples of their experiences using the latest rubric such as those written by Carol V. and Alison M. The improved rubric has been equally beneficial to me for generating more detailed responses to student submissions. As a result of ongoing revisions, I believe the course content and school-related activities have become better connected providing much more valuable learning experiences.

Finally, as a result of my participation in this project, I feel better prepared and am eager to move my students to a new level. I will continue with the current project as it now stands, but I am extending the service-learning assignments by having students include an additional plan of action. Their "plan of action" will involve creating a service-learning (age-appropriate) project for undertaking by students in their school-related setting. Although the written plan will be submitted and evaluated, it will not be implemented in the school setting. The current rubric will be expanded or a new separate rubric will be developed for evaluating the "plan of action."

Appendix A

Rubric for Evaluating Written Reflections in EDUC 210

Gradations of Quality

Criteria	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Research: Volunteerism	No research cited; based on personal opinion only.	Mentions one or two research sites; based mainly on personal opinion; No URLs/ resource information given or if given, is incomplete.	Refers to two or three research sites; paper is based primarily on research; Contains all necessary URLs / resource information.	Three to four research items used as basis of paper; all URLs are complete; may contain additional print resources.	More than four research items used as basis of paper; all URLs are complete; contains several additional print resources.
Research: Service-Learning	No research cited; based on personal opinion only.	Mentions one or two research sites; based mainly on personal opinion; No URLs/ resource information given or if given, is incomplete	Refers to two or three research sites; paper is based primarily on research; Contains all necessary URLs / resource information.	Three to four research items used as basis of paper; all URLs are complete; may contain additional resources.	More than four research items used as basis of paper; all URLs are complete; contains several additional resources
Comparison Statement: Volunteerism & Service-Learning	Fails to address likenesses and differences.	Doesn't present balanced view; emphasis is on one more than the other.	Compares volunteerism to service-learning; lacks depth in explanation.	Provides good comparison of volunteerism to service-learning; contains an example of each.	Provides in-depth comparison for volunteerism and service-learning with several examples which clarify likenesses and differences
Field Experience Defined as Either Volunteerism or Service-Learning	Field experience is not defined as volunteerism or service-learning.	Field experience is defined, but explanation is inaccurate.	Field experience is defined, but explanation is not well developed.	Field experience is clearly defined; one or two reasons support definition; doesn't refer to research base.	Field experience is clearly defined; multiple examples for choice are given; refers back to research base.
Clarity/Organization	Writing seems aimless and disorganized.	Organization is rough, but readable; often wanders from topic.	Writing has beginning, middle and end.	Writing is well organized; easily understood.	Writing contains an introduction, is clearly designed for flow and understanding with beginning, middle and end.
Conciseness	Fails to make points in a brief manner.	Tends to overstate same information.	Information is fairly detailed; tends to be wordy.	Information is concise, yet contains appropriate details.	Very concise with words well chosen; points easily developed within minimal length.
Depth of Thought	No depth of thought apparent.	Paper is not written as reflection; may appear more as a report or summary of activities.	Little critical thinking or analysis provided; reflection is more of summary statement rather than reflection.	Some critical thinking involved; contains no analysis; does contain reflection.	There is clear evidence of critical thinking and analysis; contains reflection drawing upon reading and previous experiences.
Examples	No examples presented.	One example presented; is inappropriate to content.	One or two examples presented; both are directly tied to concepts being presented.	Three or four examples are used to make points on concepts being presented.	More than four examples are presented to highlight points being presented; may contain drawings, charts or other supportive information.
Grammar/Mechanics	Numerous errors make paper difficult to read.	There are enough errors to distract the reader.	There are a few errors; correct conventions are generally used.	No more than one or two errors in grammar, punctuation or spelling.	No errors in grammar, punctuation or spelling.

Final Total: /45 maximum pts.

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EDUC 210: SCHOOL IN A DIVERSE SOCIETY

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Service-Learning: A Focus on Literacy

Course Description

EDUC 210, School in a Diverse Society, is an introductory course in the teacher education program, which focuses on sociological historical and philosophical approaches to the role of the school in an increasingly diverse society. The emphasis is on the development of knowledge, values and skills needed to live, learn, interact and work in a global society.

Project Focus

In designing this project, the focus was giving students an opportunity to understand service-learning as a teaching methodology. Further, that the teaching method selected for the purpose of instruction is often based on the teacher's beliefs about teaching and learning. In this particular project I wanted students to understand that service-learning is based on the belief that the highest level of teaching is not only teaching students to know the content, but the ability to apply the content in a real life situation. In addition, teachers instill in their students the desire to practice the use of this newly acquired knowledge and skill while providing meaningful service to the community. Because this is the first course in the teacher education program sequence, the purpose of this project was to introduce students to the theory of service-learning and to give them an opportunity to experience the overall process of developing and implementing a service-learning project. The assumption made was that the students in this introductory course would perfect their skills in developing lesson plans that infuse service-learning as they progress to higher level courses.

Project Overview

Sixty students enrolled in two EDUC 210 sessions taught by this instructor participated in this project. The course was designed to meet several state and national standards, for example, those set forth by the National Council for Accreditation of Teachers and the Maryland State Reading Outcomes. Consequently, the course objectives were developed to address these standards. In particular, the objectives which were directly linked to service-learning focused on literacy, school and community connections. Moreover, the content of the course deals with the role of school in a diverse society.

A service-learning project provided the most effective way of meeting both goals, while addressing the content of the course. The project required students working individually or in teams, to plan and develop a service-learning project that focused on literacy. The following guidelines were provided for students to successfully complete the project.

1. Define literacy; the definition should serve as an operational framework for the project.
2. Identify the target audience and write a rationale for selecting the audience.
3. Describe the need of the target audience and how this need was identified.
4. Identify at least five Web sites addressing issues of literacy and write an annotated bibliography of each site.
5. Identify and develop a project that will help parents in assisting their children to succeed in school. The project should reflect understanding of the issues and content addressed in this course.
6. Explain how the audience for the project gained access to the project.
7. Arrange for the project to be delivered to the intended audience.
8. Reflect on the project (what was learned about self, the audience intended for using the project, the process of completing the project, challenges encountered and how they were met).
9. Reflect on the project. Present the project in class and submit a written report addressing each of the above-mentioned guidelines.

Serving as a framework for the service-learning theory for this course were five essential elements identified in service-learning literature. These are:

1. Identifying the community need.
2. Establishing partnership and collaboration with community.

3. Understanding and engaging in the service-learning process (preparation, action, reflection).
4. Identifying a relationship between service-learning project and course content.
5. Sharing results.

In this project, students were able to address most of the essential elements to some extent as reflected by the project requirements discussed above.

To address essential element No. 4, for instance, the course schedule plan took into account the background content necessary before the service-learning project was introduced. For example, chapters on student diversity in the classroom, social problems, and school and community connections were presented before the theory of service-learning was addressed. In addition, as a class activity students brainstormed ideas for service-learning projects that would allow them to tie the content learned in class to their service-learning project.

Student Projects

Students were given some flexibility in developing their own definition of "literacy." This action allowed students to see connections between literacy and their own content areas and grade levels. One of the highlights of this project was the quality of the projects developed. They demonstrated that students invested a lot of time and creativity in designing projects to match the specific need of the community. Examples of projects included an alphabet book with pictures corresponding to the letter of the alphabet to help pre-K students learn their alphabet; a science literacy bag for preschoolers, which included animals youngsters could classify by color, size, the way they moved and where they lived; a nutrition diary to log information about healthy eating habits for middle school girls involved in soccer—the diary provided tips and space for girls to record the food groups represented in their daily meals and the calories each meal had; a math take-home kit for first grade students; and a fun activity handbook to teach elementary age students about hygiene and how to dress properly for the weather.

Service-learning as a teaching methodology was very effective in taking students to a higher level of learning. Students realized that by engaging in service-learning they not only applied the knowledge they gained from class, but extended their own knowledge. This was revealed in one student's reflection, which stated, "By doing this project we each learned that we also indirectly gained ways to improve our reading and math skills."

Students are called upon to sift through the information gained in class as they are confronted with the challenge to use it in a real life situation. According to education experts this ability to sift through information to make judgments about its applicability requires a higher level of understanding. Because of this service-learning project, students began to view the content covered in class as relevant. Students' reflections indicated that knowing that they could provide meaningful service to the community boosted their self-esteem. This sentiment was captured in a student's comment: "It felt great to know that I can actually give back to the community." Furthermore, it encouraged students to become independent learners, as they sought more information to effectively provide the service. In this form of learning there is a healthy interchange where the act of service informs the academic learning content, and the learning content informs service.

The strength of this project was the diversity of the projects selected by students. Although we had to target specific objectives in the course syllabus, students had ownership of the choice of the project and who their target audience was. This flexibility allowed students to adapt their project to their content and grade level areas. The guidelines given to students for completing the project were consistent with elements of high quality service-learning identified in service-learning literature (Hill & Pope, 1997; Anderson & Hill, 2001).

Students in this course met all the requirements of the project; as can be expected, some projects were better developed than others. The challenge identified in assessing this project was the inability of some students to engage in a "true collaborative" relationship with those they served. A few projects lacked evidence of engaging with the community members to establish the needs. These same projects further uncovered unconscious attitudes of superiority. Most problematic was that the developers of these projects seemed to hold negative assumptions about those they served. Comments on the final reports were made about the "lack of" involvement, in particular, of low income parents, and assumptions were made about what these parents' knowledge capacity was. These assumptions led some students to decide on what projects were needed without getting input from those served. However, this

event provided an opportunity for rich discussions about what an effective service-learning project should entail. The feelings of superiority, combined with the perception of the giver/receiver role in service-learning creates an imbalance of power and hinders the development of true partnerships.

Although students' self-esteem may be enhanced in knowing that they are providing valuable service, their false sense of superiority will also be greater. Hardly ever does respect result from the inflated self-perceptions to those who are perceived to be inferior. Ward (1997) addresses the issue of power dynamic in service-learning. She cautions:

> Understanding the dynamics of power in interpersonal and societal relationships must be one of the educational objectives of an effective service-learning curriculum. Power provides the holder with authority; status, prestige and influence that can bring about a sense of significance. Students need to appreciate the inherent imbalance of power in the service relationship ... power can be used in any number of ways (for instance, to develop or to control) ... the dynamic of the passive client/expert outsider may serve to distort students' sense of their participation in the helping relationship; moreover, it may silence the recipients and further impede competent service (p. 145).

While the content of this course addressed issues of power and equity, it is evident that some students needed focused and extended discussions of these issues, which was not possible in the duration of this course. Attention should be given to this issue and opportunities to address them in a judicious manner should be considered when designing the course syllabus. Additionally, courses in teacher education programs should be sequenced in such a manner that allows for continued discussion of these issues as they relate to lesson plans that integrate service-learning.

Also posing a problem was a mechanism to check if the project did, indeed, get delivered to the intended audience; as a result, I was not able to assess the impact of service-learning on all involved. Nevertheless, students' written reports self-documented how the project was delivered to the intended audience.

Conclusion

Even though I, as the instructor of the course, had a good understanding of the service-learning process, I discovered that it is very complex and requires a high tolerance for ambiguity. Also, it is more challenging to teach students this tolerance, whom throughout their schooling were socialized otherwise. I had to deal with "what do you really want me to do" questions. In all cases I directed the students back to their communities to find the answers to this question, needless to say that this was often very frustrating to some. However, students learned in the process that they are capable decision-makers, a skill that is crucial in the classroom. This project helped us discuss issues of equity and power. For the first time, I was not the sole generator of difficult topics for class discussions; students initiated these as they related to their projects. We truly became a community of learners. It became evident to students that the instructor is not the fountain of all knowledge. Through this project, they realized that sometimes their classmates, the library, the Internet or the community could be a valuable source of information. Students reported a great sense of accomplishment in knowing that they performed meaningful service for the community. In conclusion, I believe that the students in this course gained a valuable experience in developing and participating in a service-learning project, and will continue to hone their skills in developing effective service-learning projects in their methods courses as they advance through the program.

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WLIT 205: HONORS WORLD LITERATURE

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Infusing Service-Learning Into the Arts and Sciences Curriculum

Participants

The participants included eight Honors Division Coppin students, the principal and five teachers from John Edgar Howard Elementary School and approximately 250-300 elementary-age students, 60 of whom were the identified students from John Edgar Howard Elementary.

Project Focus

The focus of my service-learning project was to infuse service-learning into the arts and sciences curriculum. I wanted students to realize that service-learning outreach could be part of various disciplines.

Project Description

The Honors WLIT students were freshmen who participated for the first time in a service-learning project on the college level. Teacher-led discussions and the students' enthusiastic desire to participate prompted them to determine how they could locate a community need for a project, and at the same time, use what they were learning about world literature. Students immediately made the connection that their project could be a catalyst to encourage interests in reading and an understanding about diversity. The class identified an elementary school where they could observe a reading class and learn ways to present materials to a young audience. They met with the collaborating teacher and were further instructed about the needs of the students at the school. Once we returned to the classroom, the Coppin students researched theatrical ideas in the library, the educational lab and on the Internet.

To prepare for the presentation, the world literature students discussed the common properties of the literature selections despite the varying cultures, traditions and beliefs. They discussed and schemed about how to present this on the level of the elementary students in order to bring about the broadest understanding of the literature selections and their themes. They then prepared a script for a play using major characters from the various pieces of literature, made props and costumes, worked out the staging, and established the part that each student would play in the final presentation. The elementary school children were bused to the college to view the play which was participatory in that the children were asked from the stage to pronounce characters names and solve conflicts that arose among the characters. After the play, the college students participated in a question and answer session which helped the youngsters to gain a deeper understanding of what they had observed.

Finally, the students completed a simple survey form. The enthusiasm generated from that experience prompted the students to do a follow-up visit to the school prior to the Christmas holiday for a Christmas around the world celebration. They again performed skits, read to students, sang carols, and passed out hats and mittens they had collected in a sponsored charity drive. To reflect on the service-learning project, the students wrote papers describing their experiences and their understanding of how they and their selected elementary school children benefited from the experience. Some students indicated that they were not so enthusiastic about the service-learning project initially, but once they began the planning and met with the cooperating teacher, Deitra Wynn, and got more involved in completing the project, they were pleased the class had taken it on. All the students saw the service-learning activities as a rewarding learning experience and looked forward to having the opportunity to participate in other activities.

All five service-learning competencies were incorporated into our project. The community need identified was that students needed to be encouraged to read diverse literature and see that even ancient pieces of literature could provide fun and a universal learning experience that spanned time and place.

The partnership and collaboration was established with Erma Jefferson, the principal of John Edgar Howard Elementary School and one of her staff members, teacher Deitra Wynn. They communicated clearly the needs of the students and were elated to have their students visit a college campus to participate in the service-learning project. They were equally enthusiastic about the follow-up visit so that they could once again have the interaction with the Honors World Literature

students. Jefferson and Wynn were hopeful that we could establish an ongoing partnership and outreach to their student body. Some of the students were excited about that idea and volunteered to do some tutoring, some homework sessions and read aloud activities.

The Honors World Literature class had extensive preparation for the project. Several class periods were devoted to discussion, writing the play and choosing characters. The students contacted one another through e-mail and telephone and met with me several times after class to finalize details. We even visited the auditorium to observe the stage, rehearse and place props.

After the production of the play, the students actively conducted the charity drive to collect hats and gloves to present to the students in their pre-Christmas project. The action involved the actual performance of the play. They involved the children by having them identify the characters from plaque cards and interact with players on the stage. The Christmas program involved the college students in singing, storytelling and participating in skits. This was a special learning experience for the youngsters. Because many of the Coppin students were international, the youth saw how Christmas is celebrated around the world. This activity culminated with each child receiving a wrapped gift. Coppin's students thoroughly enjoyed the activity and enthusiastically looked forward to participating in future service-learning projects.

Reading their reflection papers reveals their thoughts about the project. One student revealed "initially when I found out about the service-learning project, I said 'oh no.' I had no idea how to turn literature into a service-learning project." However, she ends her reflection saying that "this experience was fun, more fun than I thought it would be. This experience enriched me as an overall person." Another student reflected that "when Professor Gilliam first mentioned the service-learning project to me, I really did not think much of it, but when the project was completed, I was excited to see how happy the children were, and if I had to participate again in another activity I would definitely do so because I realize how valuable it can be." Finally another student remarked "when the teacher told the class that our World Literature class would be participating in a service-learning project, I was bewildered. I did not see how it could be done until the class began brainstorming ideas. The whole experience was a learning one for me, and I was amazed how the class was able to simplify the literary concepts so that young children could understand them. The actual presentation was very touching to me. The children's excitement and their active participation and their attentiveness touched me." Overall the students changed their perception of service-learning and benefited tremendously for having done the experience.

There was definitely a relationship between the service-learning project and course content. The Coppin students were able to assess the value of service-learning and the impact of such an activity, while the elementary students were given a broader understanding of ancient cultures, their traditions and beliefs, and an appreciation for literature of different times and places. After the experience, every student said that he or she would be willing to participate again in such an experience and that they had gained so much having been a part of it.

EDUC 203: TEACHING AND LEARNING IN A DIVERSE SOCIETY:

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A General Education Course

Introduction

"What do ... service-learning projects have to do with multicultural education?" The question posed by an articulate sophomore in the instructor's undergraduate class was an important one for the class and the instructor to address. The journey from hypothetical constructs to tangible understandings of racism, sexism, classism and other forms of intolerance was a multifaceted one that included a variety of readings, films, guest speakers, class activities and discussion, writing assignments, and experiential learning in the form of service-learning.

EDUC 203 is a broad examination of culture in general and multicultural influences on education. Students engage in a process of self-awareness and awareness of others while exploring approaches to advocacy and social action, with special attention to educational contexts. Undergraduate students learn about service-learning and the impact on their future career choices. About 50 percent of the students become education majors.

Instructor's Goals

EDUC 203 is a General Education option for all undergraduate students in the university and it is also a requirement for students pursuing a degree in elementary education. Thus, it is an ideal place to integrate service-learning. To help teachers to achieve the objectives of service-learning, the instructor added three essential components of service-learning: preparation, action and reflection.

The addition of service-learning to an existing General Education course in the College of Education offered opportunities for self-examination and for advancement of social consciousness for both the students and the professor.

Goals of Service-Learning

There are three objectives of integrating service-learning into this course. One was to help students learning to be teachers who better understand human diversity by engaging experientially in settings/microcultures where people are different given their race, ethnicity, socioeconomic status, age, linguistic background or gender. The second was to help students reflect on the impact of encountering "being different themselves" in those settings/microcultures. The third was to help preservice teachers understand and use service-learning as a method of instruction in their own teaching.

The goal of service-learning in this class was to expose students to a variety of experiences and allow them to explore differences related to race, culture, language, age, class, gender, exceptionality, sexual orientation and religion. Thus, the "preparation" part of service-learning took the form of considering alternative points of view. The readings and class discussions seemed to ease students into thinking in new ways that offered them a segue into service-learning settings. Some service-learning sites had coordinators who gave students specific guidance about what to expect of the clients they would observe and/or what actions they, the students, were expected to do. Thus, preparation was both directly and indirectly addressed.

In EDUC 203, students were given a choice of either a social action research project or a service-learning project. The former exposed students to the "other" but did not involve them directly in service. Most students chose to do the service-learning project. The span of the "action" part of the service-learning was eight weeks during the middle of the semester. Students were required to be physically at the site at least four times for at least one and a half hours each time.

Students' Reactions

By providing service to people in the community who are different than them, students often were surprised at what they learned. Service-learning helped to integrate the many aspects of the EDUC 203 course. In EDUC 203, as we discussed issues of race, gender, class, etc., students were able to contribute their first-hand experiences from "the field." For example, one student was a volunteer baseball coach to a group of high school boys. She shared how the boys initially "froze her out" because she was female. After she proved her prowess, they reluctantly let her coach them but still

teased her. She described her reaction to this initial discrimination and her journey to change the perceptions of others.

Students shared in their reflection logs and in their presentations to the class some of their responses to service-learning. Student A showed development as she wrote in her reflection log at the beginning of the semester:

> My first experience observing these students was a shock! They can't do anything for themselves. I watched as the teacher and two helpers did everything from feed to change the diapers of the students. Growing up, I was taught to be very independent, and I do a lot for myself and sometimes I am too stubborn to ask for help. These students are totally dependent on someone else just to walk down a hallway. I think that this group of physically handicapped students relates to the class in that of "prejudices and discrimination and socioeconomic status"; they will never be considered high [in terms of class].

Four weeks later, Student A observed a whole school assembly called "Name that Tune." Teachers played a song. Students and their team guessed what it was. The class of students that she was with—children with multiple handicaps—was at a big disadvantage. They couldn't call out the answers or raise their hands to get the attention. In order to answer, they recorded on their vocal boxes, and then the teacher would raise the student's hand for them. If they were called on, they would press the button with the answer. She then reflected on what she saw: "I think that this experience is what would happen to them in the real world. People would look over them and not think that they are capable of answering the question or doing anything. But, if they are given the correct tools, they can do anything!"

Another student in the class chose to do her service-learning project at a center for young people who had dropped out of school. Student B reflected on her experience: "Many did not drop out because they were dumb, but simply because they did not like school! It was definitely a learning experience to me to sit around and talk to these clients who are in my same peer group but yet I have nothing in common." In her last reflection, Student B noted: "The agency has asked me for a copy of the project I put together and has also asked me to continue coming around. I am now volunteering to help tutor every Thursday afternoon."

Many of the students were able to make linkages between the experiential learning and the classroom activities, discussions and readings. Thus, these service-learning projects really did have much to do with multicultural education.

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ECED 201: INTERVENTION AND THE YOUNG CHILD:

Barry Frieman, Ed.D.
Towson University

An Undergraduate Course in Early Childhood Education

Introduction

Why should pre-service early childhood education teachers be concerned about service-learning? After all, service-learning is a mandated part of the curriculum in Maryland, but not the elementary curriculum. It was felt that if pre-service early childhood teachers experienced service-learning they would become convinced of its personal and curricular benefits to the children they teach.

Many of the children in the state's high schools when faced with a mandated service-learning requirement, view the requirement in a less than enthusiastic manner. It was felt that if these students were exposed to service-learning earlier in their educational careers then they would be more comfortable and accustomed to doing service-learning once they were in high school.

College Instructor's Goal in Using Service-Learning

Service-learning was infused into Intervention and the Young Child, a beginning course in the early childhood education program. Students taking this course have not yet been admitted to the early childhood professional program, but most are seriously interested in majoring in early childhood education and getting a teaching certificate to work with children from birth to eight years of age.

One goal of this experience was to give the pre-service students the experience of helping others. Another focus was to meet the departmental goals of addressing some of the related standards of its learned society, the National Association for the Education of Young Children. A final goal was to help the students understand how service-learning could be integrated in a public school early childhood classroom in a developmentally appropriate manner.

Process Used to Integrate Service-Learning into the Course

Service-learning was incorporated using a three-pronged approach. Class discussions, students' participation in their own service-learning project and students' reflections on the experience were all used during the semester and are described in more detail in the following section.

Class Sessions

A discussion of service-learning and its relationship to the early childhood classroom was covered in class sessions. Using this traditional academic approach, the instructor pointed out the tie between service-learning and the early childhood profession's commitment to working with children in the context of community and family. It was pointed out how the targets of service-learning projects helped the communities and families where the children in their classes lived.

A class period was also devoted to the components of a successful service-learning experience. Students discussed how they could adapt the following competencies of a service-learning experience to the early childhood classroom: identifying community need; establishing a partnership and collaboration with the community to develop the project; the process of the project preparation, action and reflection; relating the project to the curriculum; and evaluating and assessing the results of the service-learning project.

Participating in the Service-Learning Experience

Students were asked to choose their own target for the service-learning project. Some students who knew the area suggested possible places to volunteer and the instructor presented several alternatives. Students were given the complete freedom to select their own service-learning project. Because many students had classes before and after the course and worked varying schedules, it was unfeasible to have a group project.

Each student identified a community need they wanted to address. Their focus was based upon their interests and time constraints. Some of the places the students chose to focus included hospitals for children, shelters for battered women, nursing homes, faith-based programs and services to individuals in need. The

assignment was to be carried out over the course of the semester.

All participants were asked to write a report evaluating their experience. This report was turned in at the end of the semester. The report focused on how the service-learning experience made the student feel; how they thought it made the people that they helped feel; and how the experience would apply if one were teaching in an early childhood classroom.

Service-Learning and Course Goals

The service-learning experience supported many of the goals of the course. One of the goals was to teach students that not all learning in early childhood education takes place within the classroom. Our curriculum focused students on the importance of looking beyond the classroom to the community and the family. As one student noted: "... it was [to] become apparent to me that the classroom is not the only place where learning can happen."

Intervention and the Young Child is one of the two beginning courses in the college experience of a prospective early childhood education teacher. One of the goals of the early childhood program at Towson University is to help the student to begin to think as a professional and, particularly, to see the importance of the role of the teacher in the life of a child. As one student noted: "I not only got to touch their lives, but they also touched mine by making me realize how much impact teachers have on children's lives." Another student noted: "I want to make an impact on as many different people as I can."

Students were able to see the connection between their service-learning experiences and future curriculum decisions. As one student reflected, "I will also teach my students the importance of service-learning, and how the opportunity to partake in it somehow will help others in a great way."

However, the most powerful impact of this experience was on how it changed the students' views of themselves. Their comments are the most powerful statements that support the inclusion of service-learning into this course.

- "But it also really made me appreciate the things that I have in my life. I've realized that I take a lot for granted."
- "It made me sit back for once and really be grateful for what I have. After the first night [of working at the service-learning site], I went home and gave my parents a big hug."
- "This made me feel wonderful inside."
- "Having these people [the clients] greet me with smiles and hugs gave me the same feeling that the kids at the after-school program gave me—a feeling that is unexplainable."
- "The realization that you are able to bring a smile to a person's face and brighten their day brings with it feelings of self-worth and happiness that cannot be described but must be experienced to fully understand."

A bonus in incorporating a service-learning project into this class was the significant personal growth experienced by the students in the class. It will make them better early childhood education teachers and better people.

ECED 342: PRIMARY CURRICULUM

Nancy W. Wiltz, Ph.D.
Towson University

Service-Learning in Early Childhood Education

Introduction

This section describes the process of incorporating a service-learning project as a viable curricular component in a college level early childhood education class. ECED 342, Primary Curriculum, is a required course in the Early Childhood Teacher Education Program at Towson University which students take during their senior year, usually the semester preceding student teaching. According to the Towson University undergraduate catalog (2002-2003), ECED 342 emphasizes "developmentally appropriate objectives, materials, activities and methods for teaching grades 1-3 language arts, social studies, mathematics and science" (p. 302). An important component of this course is a one-day-a-week field placement in a public school first, second or third grade classroom.

Purpose and Goals

Service-learning is often defined "as an approach to teaching and learning in which service and learning are blended in a way that both occur and are enriched by the other" (Anderson, Swick, & Yff, 2001, p. XI). However, service-learning also involves intentionally linking service with the academic curriculum to address real community needs while students learn through active engagement and reflection. The Maryland Student Service Alliance (1995) addresses the three major areas of student development associated with service-learning as social, psychological and academic, and includes the following primary outcomes for students in state-mandated service-learning programs:

- Social and civic responsibility in service settings
- Political efficacy in service settings
- Proficient use of service skills
- Personal development through performing service
- Moral development by acting ethically in service settings
- Basic academic skills in real-life situations
- Increasing ability to do higher-order thinking through service
- Learning by reflecting on the service experience (Wade, 1997).

The Instructor's Goals

The instructor's goals for the service-learning project are stated in the course syllabus:

> Service-learning is a form of experiential education that involves a blending of community service activities with the academic curriculum. Research indicates that participation in well-planned service-learning results in academic gains, social and personal development, increased civic responsibility, and enhanced empathy and caring for others. This teaching process involves students identifying and analyzing actual community needs, providing solutions to meet those needs, and implementing solutions (Alliance for Service-learning in Education Reform, 1993). As you move from student to teacher, amateur to professional, this service-learning component teaches responsibility, caring, giving, democratic character, integrity and authentic problem solving (Wiltz, 2002).

The instructor's specific goals for incorporating a service-learning experience into this particular course are:

- To become familiar with ways to integrate service-learning projects into teacher education courses.
- To provide a vehicle for meaningful service in the community with a formal educational curriculum and structured plan for reflection on the service experience (Furco & Billig, 2002).
- To help future teachers plan instruction based upon understanding of how service-learning projects can incorporate Maryland Learning Outcomes in reading, writing, language usage, mathematics, science and social studies, in ways that integrate content areas and create interdisciplinary connections.
- To help future teachers understand how practical approaches to learning can encourage critical thinking, problem solving, active engagement, motivation, social interaction and/or advocacy.

- To foster relationships with school colleagues, parents and agencies in the larger community to support student learning and well being (INTASC Principal No. 10).

In an effort to prepare and license teachers for the 21st century, all courses in early childhood teacher education at Towson University use as a framework the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. These model core standards "serve as a framework for ... teacher preparation and professional development." (www.ccsso.org/intascst.html, 2001)

While the service-learning project addresses all 10 INTASC Principles to some degree, INTASC Principles No. 7 (The teacher plans instruction based upon knowledge of the subject matter, students, the community and curriculum goals) and No. 10 (The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student needs, learning and well being) are especially highlighted in this assignment.

Goals for the Students

In using a service-learning project in this course, the students' goals are:

- To identify an actual school or community need.
- To provide a solution to meet the need.
- To implement, at least in part, a solution to meet this need.
- To use preparation, action and reflection as essential components of the project.
- To actually use interdisciplinary webs, plans and time lines to plan and implement a service-learning project.
- To use of Maryland Learning Objectives and INTASC Principles (or other guidelines or standards) as an integral part of the project.
- To integrate as many curriculum areas as possible.
- To evaluate through reflection and documentation how this project impacted you (the student), others involved in the project and recipients of the project.

The Process

Primary curriculum begins with a basic overview of curriculum in general, then looks more specifically at what primary curriculum is in today's schools. After a basic review of theories of human development, developmentally appropriate practice and frameworks for teaching, Maryland Learning Outcomes are discussed as viable and necessary tools for curriculum planning. Service-learning pedagogy is introduced during the third class session. Readings for that class session assert that schools are places of intellectual, ethical work and social change (Ayers, 2001) and should be organized around "themes of care" rather than traditional disciplines (Noddings, 1995). A service-learning "packet" consisting of materials from the Maryland Student Service Alliance (1995) is distributed and used to define service-learning and to delineate service-learning's seven essential components.

The following class session involves a step-by-step demonstration modeling how Maryland Learning Outcomes can be integrated into a hypothetical service-learning project using an interdisciplinary project web with preparation, action and reflection as the essential components (Maryland Student Service Alliance, 1995). The purpose of this session is to blend community service activities with the academic curriculum and illustrate how mandated state objectives can be integrated into activities of civic responsibility, enhanced empathy, caring for others, personal development, and social and societal pursuits. Students are then given time to brainstorm ideas and search through materials provided by the instructor about service-learning opportunities. Similar to the plan modeled previously by the instructor, the students, in groups, generate an interdisciplinary web and service-learning plan for a theoretical service-learning project that could be planned by classroom teachers and implemented in early childhood settings. Actual hands-on, active participation gives students the practice necessary to plan, implement and assess an actual service-learning project on their own.

Several weeks later, a written proposal describing the students' project and how it will be implemented is due. Because of varied class schedules and work obligations, students may choose their own project. They may work alone, with a partner, or in a small group, spending as much or as little time planning, activating and assessing the project. While students are encouraged to use their primary placement as a setting for their project, they are not required to do so. The only requirement is that primary-age children be involved in some aspect of their

service-learning project. Students are required to keep a journal that documents the progress of their project. Projects in the past have included teaching Sunday school, participating in food drives, providing activities for young children at homeless shelters, tutoring, working with the Chesapeake Bay Foundation to protect Bay grasses, volunteering with the Muscular Dystrophy Association, holding a book drive to provide reading materials for impoverished children, and participating in various recycling projects.

About half way through the semester, a rough draft of the timeline, a list of activities and a web showing the interdisciplinary connections is handed in. During the final class period, each group or individual presents project findings to the whole class in a poster session or some other reporting format. Finally, in written form, the service-learning project, including an overview of the project, a description of the setting, methods of implementation, assessment of the project, a journal or detailed reflection describing what was learned, and a conclusion, provide the final summative evaluation in the course. The rubric used to grade the projects is included in Appendix B.

Summary and Conclusion

Service-learning projects seem like an ideal way to meet the goal of successfully wedding state-mandated elementary school outcomes and meaningful teacher education. As standards-based reform continues to dominate the educational scene in America today, using content standards as a part of each project, helps preservice teachers to identify knowledge and skills in core subject areas that their future students are expected to learn. Also service-learning projects apply learning in a practical orientation, increasing students' awareness of and sensitivity toward issues of moral development and/or social and civic responsibility. The more opportunities for preservice teachers to plan, enact and assess service-learning projects, the more likely it is that they will have the skills and desire to engage in similar projects in their own classrooms, as evidenced by the following statements from them:

> Before starting this project I did not see its relevance. I did not think that I could create a service-learning project that would have meaning to me and to the students. However, by the time I completed the project, I felt that many people had benefited. ... Along with a sense of pride for their efforts, the children learned more about helping others, working together, writing letters, and expressing their opinions and feelings. My mentor teacher was very proud of the children for getting so involved. She was pleased to see the cards that the children made for the needy and she was happy to send the cards with the canned goods.

> [We] designed a service learning project dedicated to building awareness and teaching [second grade] students how they can help restore the health of the Chesapeake Bay. ... I learned how valuable this project would be for students. It includes all aspects of the curriculum, as well as multiple ways to teach the information. The subject matter, itself, is typically interesting to young children, and for students within close proximity to the Bay, this project means something!

> As a part of a team [of first grade preservice teachers], I implemented the cookie lesson from our service learning project about firemen appreciation. ... I know that, for me, this was a valuable experience. I learned that children learn more when there is a reason to learn. When I asked the children how it made them feel, they all told me it made them feel good and they would want to do it again. For children, and adults alike, what better reason could there be than helping others? After planning this unit, I now know it takes a lot of work to integrate all of these areas. However, I feel that it makes learning much more meaningful for the students. If learning is meaningful, then the children learn more. In the future, I know I will implement many units similar to this one.

In our own Early Childhood Education Program, future goals include refining and varying service-learning projects for broader use by more of our faculty, as well as developing service-learning projects that meet the needs of our Professional Development School partners. Collaborative efforts give us new ways to think about meaningful learning and nontraditional approaches to training teachers and teaching children for a

democratic society in the 21st century. Schooling as a "community-oriented endeavor" (Wade & Anderson, 1996), both at the primary and the collegiate level, can be greatly enriched through the implementation of service-learning projects.

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Appendix A

Excerpt from ECED 342: Primary Curriculum Syllabus, Fall, 2002

Service-Learning Project

Service-learning is a form of experiential education that involves a blending of community service activities with the academic curriculum. Research indicates that participation in well-planned service-learning results in academic gains, social and personal development, increased civic responsibility, and enhanced empathy and caring for others (AACTE/SLTEP, 2000). This teaching process involves students identifying and analyzing actual community needs, providing solutions to meet those needs, and implementing solutions. As you move from student to teacher, amateur to professional, this service-learning component teaches responsibility, caring, giving, democratic character, integrity and authentic problem solving.

Students, working alone, with a partner or in a small group, are to determine a project they would like to pursue. Numerous examples and suggestions will be presented in class. Students can choose to work with an organization, an individual in need in the community, a nursing home, a school. A written proposal describing the project and how you will implement it is DUE:

In class, we will use the seven essential components for service-learning projects to see how service-learning projects integrate content areas and create interdisciplinary connections. Using preparation, action and reflection as the essential components of best practice, we will devise a plan that includes objectives, MSPAP outcomes, activities, Dimensions of Learning or INTASC Principles, a timeline, evaluation and content standards. This plan will be handed out in class to be included in your final written report. A start on this chart and a list of activities is DUE:

During the final class period, you and/or your group will present your project findings to the whole class in a poster session or some other reporting format. The process is more important than the product, so think about how you will present the process. DUE:

In written form, you will describe your project and its implementation, and evaluate your own work, your service and its impact. DUE:

Service-Learning Final Report Format

Overview (1 page): Describe the project. Provide a rationale for selecting this particular project, citing sources that document your thinking.

Description of the Setting (1 page): Where did this service take place? Include the location, demographics of those involved, and a description of the organization or group of individuals involved. What was the time commitment? How many hours were you involved? Was this a weekly project or a one-time project?

Methods of Implementation: This will be the body of your paper and needs to include:

(1) Interdisciplinary Connections Web*

(2) Student Service-Learning Plan*

(3) A time line*

(*These will be handed out in class or you can design your own.)

(4) A narrative description of the project. Explain how you implemented your project, telling what you did in a logical, sequential order. If you incorporated activities, describe them in some detail or provide lesson plans. Did you incorporate technology into this project? For each area (preparation, action and reflection) describe the MSPAP outcomes that were incorporated. What Dimensions of Learning or INTASC Principles were used? Did you use other guidelines or standards instead? If so, what content standards were used and why?

Assessment: How did you evaluate this project? Describe your short- and long-term evaluative techniques. Document your thinking by citing appropriate outside resources.

Journal/Reflection/Impact: Include a written record of your project. A thoughtful consideration of the experience might include a list of contacts you made, books you read, accomplishments, frustrations, discussions, writings, thoughts, feelings, questions, lessons learned. You might include stories of those with whom you worked. This can be done in journal or diary form or in a more reflective format. Describe what you learned during your project. Would you implement a service-learning project in your own classroom? Why or why not? Was technology used during your project? If so, describe. In this final report, include feedback from someone who was on the "receiving end" of your project and discuss the impact the project had on you and those who participated in it.

Conclusion: End with a summing up of the project. Was this project worthwhile? Why or why not? Would you do it again? Why or why not?

References: Use APA style for referencing work. All references used should be included (citations, books, Web sites, etc.). (INTASC 1-10).

Appendix B:

ECED 342: Service-Learning Final Project Rubric

NAME(S): _____

Overview (10)

Description of project
Rationale for selecting this particular project

0	5	10
No description	Some description/rationale	Excellent description/rationale

Description of the Setting (10)

Location
Demographics of those involved
Description of the organization or groups involved
Time commitment

0	5	10
No description	Some description	Excellent description

Methods of Implementation (60)

Connections Web (10)

0	5	10
No Web included	Adequate Web	Completed Web

Student Service-Learning Plan (10)

0	5	10
No plan	Adequate plan	Plan well defined

Time line (10)

0	5	10
No time line	Some events sequenced	Clear sequence of events

Narrative Explanation/Description (30)

Inclusion of Maryland Learning Outcomes (MLO), MSPAP outcomes, INTASC Principals, Dimensions of Learning Maryland State outcomes, or some other guidelines or standards.
Include a description of your preparation, action and reflection.

0	15	30
No narrative	Some explanation	Complete narrative

Assessment/Impact (20)

How did you evaluate the project? What worked? What didn't?

0	10	20
No assessment	Some assessment	Project well evaluated

Reflection/Journal (30)

Describe what you learned during your project?
Include evidence from participants. Include feedback from someone who was a part of the project or someone impacted by it.
Was this project worthwhile? Why/why not?
Would you do it again? Why/why not? What would you do differently?

0	15	30
No reflection	Some reflection	Insightful reflection

Conclusions (10)

0	5	10
No conclusion	Some conclusion	Insightful conclusion

Style (10)

Uses APA style, correct language conventions, grammar, spelling and punctuation; cites appropriate references.

0	5	10
Many errors	Some errors	Free from errors; includes references

TOTAL (150)
Comments:

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ELED 312: SCIENCE INSTRUCTION

Ed Robeck, Ph.D.
Salisbury University

Zoo Discover Kits Make Science Teaching Go Wild

Participants

Two course sections (n = 16-24 students/section) each semester of elementary/middle level science education methods students from fall 2001 to spring 2003.

Project Focus

This project helped to fill the Salisbury Zoo's need for well-designed instructional materials that are accessible to teachers support the curriculum of local schools.

Project Description

The students in the course are learning reform-focused inquiry-based teaching methods for elementary and middle school science instruction. In this project they used their emerging skills at instructional planning to design and build teaching kits for the Salisbury Zoo. These kits will be used by zoo volunteers in presentations for zoo visitors and will be made available to area teachers for use in schools.

Service-Learning, Science Methods and the Formation of a Teaching Identity

Becoming a teacher is as much about developing one's identity as it is about learning a set of skills or a body of knowledge. Being able to envision one's self in the situations and roles that are typical of a teacher's work is an important part of the process of forming the identity of a professional educator. Through their professional education program, prospective teachers fit the images they have of themselves into their conceptions of what a teacher is—the relationships and behaviors that they think are typical of teaching. As with any conceptual framework, a person's understanding of teaching may be more or less limited, more or less conservative, or more or less empowering. At the same time, preconceived notions, which are often gained informally and held only tacitly, may be made explicit, challenged, and confirmed or restructured in new ways. The service-learning project described here had the result of helping pre-service education students reconsider and, in some cases, reconceptualize their understandings of the work of teaching. While in this case this result was initially unintended, it points to an important potential for service-learning in professional teacher education programs.

It may have been that the exploration of teaching identity that occurred during this project took place, in part, because this was an elementary/middle school science methods course. For a variety of reasons, it is inherently necessary for students to reconceptualize their role in science education during the course. Evidence from the students' first writing assignment in the course—a science autobiography in which they describe their early experiences with science—suggests that most of the students hold fairly negative and limited views of science teaching. Generally, they would not choose to see themselves take up the behaviors that they saw exhibited by their own teachers. They often express the idea that their own experiences in science have stifled their interest and understanding, rather than promote it. While many students describe one or two particularly engaging science teachers, those are considered for the most part to be exceptions.

As they enter the methods course, students typically seem to either resist the idea that they will teach science at all as elementary teachers or embrace the idea that they will teach science, but think that to do so they will have to reconstruct the role of science teacher into a different model than they observed when they were in grade school (usually by making it less boring or tedious, and more entertaining.) In either case, though, the student often has a rather limited view of what they consider to be involved in science teaching. In the most prevalent view, science teaching involves learning expository information about certain kinds of topics (e.g. weather, rocks, whales), in certain kinds of settings (e.g. classroom, lab, school grounds), and using certain kinds of equipment and processes (e.g. mixing chemicals in beakers and flasks, doing dissections, growing plants in cups).

Even those who want to teach science differently than it was taught to them often restrict the meaning of science teaching to these sorts of dimensions—they just want it done in a livelier fashion. Of course, there is

much that is left out of this traditional view of a science teacher's work when this view is compared to current reform movements. For example, considering how science affects society, which is currently seen as an important dimension of science literacy, is often not something that the students consider an integral part of science teaching. Part of the intended work in the science methods course, therefore, is to get the students to think about science teaching in ways that are consistent with current national reform movements. To do this, a reconceptualization of what it means to teach science is a necessary process for most students. In this course, the service-learning project has become a vehicle for that process.

For the service-learning project to serve as a catalyst for deep reflection on the teacher's role in science education was not the original intent. Three semester ago, when I first began including service-learning in my course, I designed a service-learning project that would address some of the standard outcomes of the science methods course. I wanted the 20 or so students in the class to get practice designing inquiry-based lessons in developmentally appropriate ways. I saw service-learning as a way to do this in a context that would help the students see their work as valid and vital to something outside of the class, thereby increasing the importance they would place on doing it well. To ensure that these curricular goals could be met in the course, I approached a community-based organization—the Salisbury Zoological Park—that I knew from past encounters could use some help developing instructional materials.

The basic design of the project was for my students to undertake the preparation phase of the project by assessing the instructional quality of on of the zoo's "Discovery Kits." These kits contain a variety of materials on a topic that is linked to an exhibit at the zoo (e.g. diet and dentition, spider monkeys, rain forest.) There is a basic framework for the kits, so there is a level of conceptual coherence across them, but each is unique in terms of the specific items included and topics addressed. The intent is that the kits can be used with school children when they visit the zoo to help build their understanding and add meaning to the visit. In the action phase the methods students were to refurbish the kits and revise and/or rewrite the instructional material in the kits, and develop new lessons for them.

In some cases, students were to develop entirely new kits, using the same general framework followed for the others. For example, many of the kits were developed around the guidelines of the *Habitat Education Learning Program* (Wildlife Conservation Society, 1995) and focused on biotic and abiotic aspects of habitats, as well as human interactions with those habitats.

Part of the vision of the project was to make the kits user friendly for area teachers, so that the kits might begin to be used in the local elementary schools. As part of the project's action phase, too, the methods students would present to youngsters at the zoo or elsewhere using the kits on one or more occasions during the semester.

It was not long after beginning the project that the challenge it posed to students' conceptions of science teaching became apparent. As the students reflected during early stages of the project, some began to question the relevance of working with the zoo to the purposes of the course. Although one of the outcomes of the course is for students to "identify ways that classroom teaching can be linked with other formal and informal learning opportunities in the community," the students who raised the questions seemed to feel that the attention being given to the zoo through the service-learning project was disproportionate. Their work as teachers would be, they argued, taking place in classrooms, which they thought of as very different places from zoos. While the zoo might provide an occasional resource, or a site for a field trip, they felt that it was pretty much irrelevant to most of the teaching they would do. As students reflected throughout the project, there were many opportunities to explore their ideas about the differences between zoos and classrooms as settings for science education. As we progressed in the project, their ongoing reflection offered an opportunity for me to understand the major differences between how the students were thinking about these settings and how I was thinking about them.

To a large extent, I came to understand that the differences in students' conception of science teaching and mine had to do with our understanding of the social arrangements in schools, and especially the effects of the traditional bureaucracy on teacher-child relationships. This came to light when one particular incident in the second semester in which we did the project provided a critical reflective moment for a group of students and, through their retelling of the event, for the entire class.

The incident took place during the action phase of the project on a day when we were presenting some of the activities that the students had developed at the zoo. Student teams had set up tables around the zoo grounds at points assigned by the staff. Each student was identified by an official volunteer badge, so visitors would know that they were acting as zoo educators that day. They were to work to enhance the educational value of the visitors' zoo experience by interacting with passersby who stopped to visit their station. Several student teams were very busy throughout the day.

One team, however, was becoming frustrated by mid-morning because, while many people passed by their station, few visitors stopped to talk about their display. They asked me what to do, and I turned the problem back to them, asking them to consider what we had said in class about ways to engage learners, and see if any of those would work here. We had discussed strategies relying on such concepts as novelty, relevance, vividness, challenge and others to "hook" learners and bring them into a lesson. At first, one of the students suggested moving their table so it was directly in the main flow of the foot traffic—making it impossible for passers by to not interact with them. The team abandoned this idea, primarily for logistical reasons (the table was heavy, and there was a lot on it that would have to be taken off and put back on at the new spot). On impulse, one of the students then picked up three items from the station, all of which were rather unusual looking parts of plants, and walked up to an adult visitor asking which of the three items she thought she had probably seen before. When she said "none," he proceeded to suggest a puzzle by saying that each of the three was the source of a common spice, and all three were rain forest products. As he talked to her, other people became interested in the odd objects he held, and before long he had several people at the station trying to identify common products that derived from various rain forest sources.

Back on campus the next week we discussed this incident. We compared the two approaches—moving the table versus asking the learner to solve a simple puzzle—in terms of concepts such as intrinsic and extrinsic motivation, student ownership of knowledge, and inquiry. "Moving the table" became a sort of metaphor for using the bureaucracy of the school to extrinsically force students to take part in instruction. Such approaches rarely work, they realized, as the learner ends up in the position of resisting what is being done to them. The metaphor was apt, they thought, because sometimes what seems like an instructional interaction is really a teacher's response to the students doing their best to avoid the learning. Following the metaphor, the teacher can sometimes put learning in the students' way, so they have no choice but to interact with it. However, they are not motivated to learn and often find ways past the encounter without learning what the teacher intended. On the other hand, asking about the rain forest objects demonstrated the potential of engaging the learner through means he or she found interesting. This came out, too, as some students argued that a strategy that would work in a zoo would not always work in a school. When asked why this was so, the students stated that is was because children can choose to leave the zoo, or move to another part of it, if they want to.

That raised the question; What if we were to imagine that children in classrooms could move or leave if they wanted to? How might that affect our teaching? Together we explored the ways that the structure of schooling sometimes allows teachers to not have to find ways to engage the learners. Teachers have the prerogative to more or less insist on students paying attention, rather than finding ways to make the students willing participants in the learning encounter. We began to question why schools are set up as they are, and whether one might approach teaching in more effective ways if some of the assumptions inherent in the structure of schooling were challenged, such as assumptions regarding what students are *supposed* to do and what teachers are *supposed* to do. In effect, we wondered why schools couldn't be more like zoos (with the children seen as visitors, not residents), and what that might mean if they were. Now, in my fourth semester of working with the Salisbury Zoo as a partner in a service-learning project, considerations of these kinds of questions about schools have become an integral part of the project.

What has become integral, too, has been explicit attention to the process of becoming a teacher as entering a community of practice, with the widest possible conception of the boundaries of that community. It was clear from the students' comments that they thought about teaching as almost exclusively a set of interactions between children and a single teacher, structured to some extent in response to other teachers and administrators in the school, but largely left up to that one teacher. The zoo project has helped to extend

that view. The students can see that the goals of community organizations often overlap with the formal curriculum, and that these organizations can be active partners in developing learning experiences. The expectations for their work as teachers are set not only by school administrators, but also by a wide range of community members, including parents, who have a stake in public awareness of science. These stakeholders, too, must be considered as members of the community of practice of science education since they help to shape the intended outcomes of teaching. This service-learning project has provided an opportunity for the students to be legitimate participants in this broader conception of a teacher's work.

The service-learning project that I have incorporated into my science methods course has also affected me as an instructor. As I have worked through the issues raised by students in the project, I have come to better understand my own role in their preparation. As well, I have become more articulate about the purposes of the project, and the course in general, in the scheme of their professional development. This semester, my fourth with this project, the response of the students has been very different. In an anonymous checkpoint three weeks into the project in which the students responded to the writing prompt, "When I think about the service-learning project what comes to mind is …," the vast majority of the students expressed a mix of excitement and a sense of responsibility, realizing that their work would be used by many teachers. Several described how hard it was for them to believe that their work would actually be contributing to other teachers and to the zoo, because they did not feel that they were ready to make the decisions that would lead to such contributions. In short, the fact that the project placed them in a role that was in many ways on par with other teachers forced them to consider their skill development as instructional planners, and to realize that they have valid abilities as novice professionals. The issues regarding the appropriateness of the work to the purposes of the course and to their future role as professionals have diminished over time. We talk openly about the contingent nature of social arrangements in schools—that they are as they are for social and historical reasons, not necessarily because that is in every case the one best way to organize a school. Considering how schools are like and unlike zoos, museums, and other public education settings has become an integral aspect of the reflections we do in the project. As I have made this an explicit theme in the project from the outset, the students seem more comfortable with expanding their notion of the teacher's role, and of alternative conceptions of their work in schools, classrooms and communities.

There is more work to be done. A few students still voice frustration about the project. Some of those students were uneasy with the ambiguity of the project. They comment about the lack of direction, since they are working with only a general framework regarding what the kits were to contain, as a negative aspect of the project. They would like more clarity regarding what they are to do. This is an element that I can yet address better than I have. I can help the students recognize that teaching is largely about making decisions in ambiguous circumstances, and how in such circumstances returning to guiding principles, rather than looking for strict rules to follow, is the appropriate response. Other students speak to the fact that they did not get to keep the kits that they make and comment that they are less motivated to work on them because of that. To me this suggests that there is more to do with respect than to situating the purpose of the course relative to their position as professionals. I will need to work on helping them to see that a contribution to the community in which they work is also a contribution to themselves. That is very tangibly so in this case, since any teacher in the region can use the kits when they wish.

Yet, even these remaining questions and comments still demonstrate the potential of the service-learning project in the professional teacher education program. As the students are considering whether the project is appropriate or not, relevant or not, or helpful to them as they prepare to teach, what they are also considering is their role relative to the project. In some cases, the project may have to change, and we do continue to make adjustments in it for some or all students from time to time. In some cases, the change must come in the students' conceptions of what it means to be a teacher. Either way, by continuing to consider the issues openly as part of their reflections about the project, the students will find themselves doing the important work of imagining themselves in their future role and, perhaps, allowing that imagining to stretch here and there to fit a broader notion of what it means to be a teacher.

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ELED 313: SOCIAL STUDIES INSTRUCTION

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Humanitarian, Relief-Based Service-learning in an Elementary Social Studies Methods Class

Introduction

This section describes how a humanitarian, relief-based service-learning project was incorporated into an elementary social studies methods course in the spring semester of 2002. There has been a long history of support for service-learning-type activities in the social studies, at all grade levels, as a means of promoting civic responsibility.

It is important however to make a clear distinction between community service-type activities, often discussed in social studies texts in connection with citizenship education, and service-learning. "Community service activities can be spontaneous and short-lived, such as when the children learn of a fire at a nearby house and collect canned goods and clothing for the family. Activities can also be planned systematically and sustained over a longer period of time, such as adoption of a creek or a section of the playground" (Parker 2001). In addition to student action, however, service-learning incorporates other essential components. Perhaps service-learning is best defined by looking at the five service-learning competencies adapted from Portland University's *Assessing the Impact of Service-Learning: A Workbook of Strategies and Methods* (1998). They are as follows:

1. Identify community need
2. Establish partnership and collaboration with community to develop service-learning project
3. The Service Learning Process: preparation—action—reflection
4. Identify relationship between service learning project and course content
5. Sharing results: How to evaluate/assess the impact of service-learning on all involved

One way to articulate the differences between community service and service-learning is to look at how projects done in K-12 classrooms can address the five service-learning competencies. The project described in this paper was a school supply collection for Afghan children. Given the close proximity of the project timeline to the tragic events of September 11, 2001, there was a heightened interest and awareness of the plight of Afghan children. I believe that this project exemplifies how service-learning and the social studies can work hand in hand in helping to educate informed and active citizens.

After brief descriptions of: 1) the course in which the project took place, 2) the project activities undertaken by the students and 3) a description of other participants in the project, the paper primarily focuses on how a project of this type can address the five service-learning competencies. Information about the project and passages taken from student reflections are used as evidence of how the competencies were addressed.

The Project

The Course

The course, called Social Studies Instruction, is required as part of the Elementary Teacher Certification Program at Salisbury University. During the semester of the project, two sections of the course engaged in the same service-learning activity. All students in the courses had been admitted to the professional program and were juniors and seniors.

Project Focus

The focus of the service-learning project was threefold. First, I wanted my methods students to learn what service-learning was and how it differed from community service, a concept so often taught in social studies. I used materials provided by the Maryland Student Service Alliance (1995) to accomplish this. Second, I wanted the students to begin thinking about how they would do a similar project in their social studies classes when they begin their teaching careers. Finally, I wanted these preservice teachers to experience firsthand a service-learning project. I believe all three of these experiences are critical to preservice teachers' ability to carry out such projects in their own classrooms in the future.

Project Description

Making the Decision. After the introduction to service-learning via materials supplied by the Maryland Student Service Alliance, we spent a day brainstorming

some possible group projects that both sections could complete in a one-semester time frame. The only stipulation was that the project had to be a humanitarian, relief-based, service-learning project. What the project would be and what it might look like were left to the students. While many of the ideas focused on more local needs, the students ultimately decided on a school supply drive for the children of Afghanistan. Recent reports in the media about the reopening of schools in Afghanistan and the lack of facilities and materials made this a popular choice.

Getting Organized. An executive committee was established, consisting of two representatives from each course section and the author. The idea of the executive committee was to meet on a regular basis to brainstorm and research what needed to be done to have a successful but manageable drive in a one-semester time frame, and to keep other class members engaged and informed. Once agreement was reached, the classes organized into committees to handle the different facets of the supply drive. Sign-up sheets were created outlining job descriptions of the various committees. For example there was a public relations committee, a business contact committee, and a bin distribution and collection committee, in addition to the executive committee. Flyers and advertisements were created and distributed across campus, local businesses were contacted, collection bins were distributed in residence halls and classroom buildings, and over a two-week period, supplies were collected.

Collaboration with a Community Event. The Education Department at Salisbury University had been fortunate in receiving a large endowment for the purpose of hosting a series of public lectures, the Riall Lecture Series, designed to attract renowned educational speakers. During the time of the school supply drive, a lecture was scheduled featuring Jonathan Kozol, an author and advocate of inner city children. This lecture is part of the department's community outreach efforts and is free and open to the public. As a member of the Riall Lecture Series committee, I asked other members of the committee if we could tie the Afghan school supply drive into the lecture in some capacity, as there seemed to be a logical connection. The students volunteered to hand out programs and sell Kozol's books at the lecture, in exchange for being able to hang flyers asking those attending the lecture to bring school supplies and place them in the bins supplied outside the auditorium doors.

The Aftermath. Once supplies were collected, they needed to be inventoried, boxed and prepared for shipment. These are all activities in which students engaged as part of their contribution to the project. We ended up with eight large boxes of usable supplies.

The Participants. Although most of the participants in the project were preservice teachers in the elementary methods courses, other people connected with the campus and external communities became involved in a variety of ways. K-6 classrooms in which methods students were completing field experiences did their own school supply collections to donate to our drive. University faculty also became involved with the project in ways beyond donating school supplies. For example, a communication arts faculty member who saw a flyer about the project created stickers in two languages used in Afghanistan that stated "You have a friend in the United States." After hearing about the project, a couple of local businesses donated unsolicited school supplies. A significant number of the people attending the Riall Lecture Series brought supplies.

Addressing the Service-Learning Competencies

The project was a success on many levels and for the most part the participating preservice teachers felt very good about what they accomplished. But was it service-learning and did this project address the five service-learning competencies outlined earlier in the paper? A look at each of those competencies and what the student reflections reveal about how they were addressed follows.

Identify Community Need

By collecting school supplies for Afghan children, we broadened the definition of community to include the world community. Afghanistan is in a part of the world that these preservice teachers may never experience first hand, yet, they felt an educational connection to a community in another part of the world. The need for supplies was obvious and not difficult to identify. But, there was another need; many in our educational community felt compelled to do something in response to the September 11 tragedies and its aftermath. Students were able to connect their personal need for action to the needs of people halfway around the world, as the following student reflections illustrate.

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> Prior to this project, the only thing on my mind was how well the American forces were doing. This project changed that for me. It made me realize that there are thousands of innocent people, in Afghanistan, without options. They have nothing. In America every child has the opportunity to attend school. In Afghanistan, children are struggling to survive. Imagine trying to learn without pencils or paper, never drawing a picture, or never reading a book. (Student reflection)

> We took on a great deal of responsibility with the project and took the initiative to call on our community for help … We took pride in what we were doing to help the people of Afghanistan. (Student reflection)

Establish Partnership and Collaboration with Community to Develop Service-Learning Project

As previously mentioned, the humanitarian, relief-based project was accomplished through collaboration with local schools, local businesses and the Riall Lecture Series committee. We also made arrangements for shipment through a contact one of the students had with an employee in the Pentagon. She put us in touch with a number of Afghan relief agencies springing up in response to the war against terrorism. One organization, the Afghanistan Foundation, made an early commitment to see that our supplies were shipped. In addition to the local schools and businesses, the preservice teachers made a variety of efforts to get the university and larger communities involved in the drive.

> I asked my mom's third grade class back home if they would like to participate, and they were interested. I wrote them a letter explaining what we were doing and what supplies were needed. They brought in quite a few items to add to our shipment. (Student reflection)

> I also placed a flyer along with a small description of the project and a box at my place of employment to allow community members who wanted to donate the opportunity to do so. I was pleased that I received so many donations from people that I work with. I forwarded these donations along with my personal donation to the collection boxes on campus. (Student reflection)

Service-Learning Process: Preparation—Action—Reflection

This group project took an enormous amount of preparation. This was an ambitious undertaking for a one-semester course. In addition to the class period devoted to "What is Service-learning?", preservice teachers needed to organize themselves for the collection drive. Class members also began talking about why they thought the preparation was key to success.

> I learned a lot about setting up my own service-learning project. I found that it takes a lot of planning on the part of the teacher, depending on the grade level. In order for the project to be successfully completed it needs to be well organized. Having the students sign up for individual jobs or having small groups form committees is a great way to keep them organized and focused on their part of the project. (Student reflection)

The action involved the actual two-week collection, culminating in the Riall Lecture day. As described earlier, the class members distributed flyers, set up and emptied collection bins, contacted local businesses and brought supplies of their own. All preservice teachers in both sections made some contribution to the project. No one opted out, even though he/she could have with minimal cost.

Every class member also did a written reflection based on the service-learning reflection prompt that is included in Appendix B. While excerpts from reflections are found throughout this paper, a summary statement on the reflections can be found in the "Sharing Results" section.

Identify Relationship Between Service-Learning Project and Course Content

The connections with course content were easy to make as the group focused on a common topic: Afghanistan. Many class members commented in their reflections that we didn't do enough with this in class, and I agree. This was partly my fault as I engaged in assumptive teaching, the assumption being that students already knew a great deal about Afghanistan or that, given the events of September 11, they would be motivated to learn more on their own. It is clear to me in retrospect that I missed a great teaching opportunity.

> Although I was quite excited about the project, I have to be perfectly honest. I did not learn as much about Afghanistan as I would have liked to. The project did spark an interest for the children of Afghanistan and how little they have, but I did not learn anything other than the children's disadvantages. (Student reflection)
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> Unfortunately, this project did not increase my awareness of Afghanistan. I must admit that the media was my informant about the whole situation. In a way I feel like we could have spent more time investigating Afghanistan, but I realize that, under the pressures of the semester, we simply do not have enough time. (Student reflection)

One reason for this was having the syllabus set for the course before the project was selected. Since the students did not develop knowledge outside of class, it has became clear to me that I need to orchestrate a more direct content connection when doing projects of this type.

Sharing Results: How to Evaluate/Assess the Impact of Service Learning on All Involved

This project has had no impact on the community it was designed to serve. As of this writing, the school supplies collected last spring are still awaiting shipment. Our Afghanistan Foundation contact left the organization before they were shipped. Through our Pentagon connection, we arranged a flight out of Dover Air Force Base to deliver the supplies, but the pilot was transferred before the flight. We were put in touch with other possibilities, but then were told that organizations want money and not actual supplies for shipment, as they have been inundated with such supplies.

Despite this frustration there appears to be a positive impact on the methods students. At this point, nine months later, students involved in this project still contact me and ask if the supplies have been shipped yet. In fact, a couple of students who have now graduated are still working with me to secure a commitment to ship the boxes.

The best data I have about the impact of this project comes primarily from two sources. One source is the service-learning project summary sheet that students were asked to fill out and hand in (see Appendix A). It was from these summary sheets that I learned that every student made a personal contribution of school supplies and over three-fourths of the students served on one of the committees formed in connection with the drive.

The second source is the reflections that the preservice teachers did in response to prompts which they were given upon completion of the project (see Appendix B). In response to the prompts, most students felt that we could have learned more about Afghanistan, were able to articulate the differences between community service and service-learning, and had learned a great deal about setting up a service-learning project in their own classroom.

Conclusion

I think it is fair to say that the project described in this paper did address all five of the service-learning competencies. The competencies proved a useful tool in helping to make a distinction between community service and service-learning in the social studies classroom. I also think it is fair to say that this project helped to address the three-fold focus outlined in the project focus section of the paper. At the completion of the project students had a much clearer sense of what service-learning is and experienced first-hand a service-learning project. I also think students had a clearer sense of how to initiate a service-learning project in their own classrooms. Only time will tell what these preservice teachers do with this new understanding.

Appendix A

Service-Learning Project Summary Sheet

Your service-learning reflection paper is being returned to you with a grade based on ten points. These points are in addition to the 20 points being awarded for participation in the service-learning project activities. Please return a clean copy of your reflection paper with any changes you would like to make based on my comments. These will be included in a summary I have to do on our project. The paper needs to be returned along with the completed attached form no later than May 14, the last day of classes.

Please answer the questions below in the way indicated:

Did you participate in the preliminary discussions held in class on the nature of the service-learning project?
Yes No

What did you do to help prepare, carry out, or complete the service-learning project?

Include all activities connected with this project.

Did you make a personal contribution of school supplies to this project?

Based on your participation how many of the twenty available points do you think you earned?

Appendix B

Service-Learning Reflection Prompt

What did you do to assist with the project? Why did you choose this activity?

Did this project increase your awareness of Afghanistan? If so, how?

How did this service-learning project fit with the social studies concept of community service discussed in chapter 3 of our text?

What did you learn about setting up your own service-learning project in your future classroom? What do you still need to know?

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EDUC 408: CHILDREN'S LITERATURE IN THE ELEMENTARY EDUCATION PROGRAM

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Using Literature with English Language Learners: A Service-Learning Project

Participants

Participants Summer Semester

Participants in the summer semester included 24 Salisbury University seniors, 57 K-12 Latino students from the Migrant School and approximately 10 staff members at the Migrant School.

Participant's Fall/Spring Semester

Fall/spring participants included approximately 22 Salisbury University seniors (each semester), 27 K-5 students with a variety of cultural/linguistic backgrounds and a public school ESOL specialist.

Project Focus

The dual focus of the service-learning project was to help preservice teachers discover ways to use literature more effectively with English language learners (ELL) and to provide a valuable enhancement to the education of an underserved student population.

Project Description

The project involved four major components: theory and planning, connecting to the specific context, working hands on with literature and K-12 students, and reflection.

Theory and Planning

The preservice teachers first spent time discussing why it might be advantageous to use literature with ELL. Then they explored preexisting research on the topic. Based on what they discovered, they searched for books that they believed would be especially effective with children with no English proficiency (NEP) or limited English proficiency (LEP). In small groups, they examined the books that each group member had selected and then discussed ways these books might be used. Finally the preservice teachers prepared an initial lesson, which was primarily designed as an icebreaker, to get to know the students and to investigate individual interests and levels of English proficiency.

Connecting to the Specific Context

A coordinator from the site where preservice teachers would be working came to visit the class early in the semester. She provided information about the school environment and the children students would be working with. Each semester the procedure has been revised based on feedback from previous semesters. Initially, the professor asked each college student for the times they preferred to come to the school; the ESOL coordinator attempted to find children who could fit those time slots. However, it has worked more effectively to create a signup sheet with the best times for the K-5 students and then let the preservice teachers sign up for those times. The amount of actual contact time averaged around four hours. To varying degrees, the preservice teachers have been able to find out something about the children they will be working with ahead of time so they could choose appropriate literature for them.

Working with Literature and K-12 Students

Preservice teachers visited at the initial arranged time and took the ELL aside to a reading center. On the first visit, each preservice teacher read a book with a child and carried out a related activity, but the main objective was to learn more about the K-5 student. Subsequent visits demanded reflection and planning based on what the preservice teacher had discovered about their child as a learner, as an English speaker and as a reader. For assessment purposes a booklet was kept on site in which ELL students' writings and drawings were collected, along with reflections by the preservice teachers.

Reflection

This project involved constant reflection. After each visit the individual preservice teachers wrote in their journals: How did it go? What did you discover? Was the session successful? How might you improve the activity? In addition to the individual reflections, the preservice teachers as a whole group, brainstormed the

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sorts of readings that had worked especially well. Fortunately some of the work was captured on video. As a final part of the reflection, students chose video clips and stills which demonstrated the best practices and then created a Power Point presentation. One group of students even presented their reflections at a local ESOL conference.

Five Service-Learning Competencies

In this case, the preservice teachers did not investigate possible community needs, because the need had already been identified. But they did spend much time discussing the implications and the ramifications of such a need. The demographics of the Eastern Shore of Maryland have changed drastically even in the short time since many of these preservice teachers were in elementary school. Several disbelievers checked back at their rural schools, sure that there would be no ELLs, only to find that there was indeed a growing population of non-native English speakers.

The partnership has run smoothly and students have been very flexible in changing gears to meet the needs of the school and the individual students. Although the initial collaboration was established between the professor and the ESOL specialist, the students have carried out the negotiations and modifications since. Interestingly, five students who were already employed at other schools have replicated the model on a smaller scale to meet the needs of ELL at their sites. In those instances, all of the collaboration was carried out by the preservice teachers.

The preparation-action-reflection model was utilized in a cyclical manner. Initial preparation was followed by work with an individual child or small group. The preservice teacher then reflected and modified his/her approach and chose an appropriate book based on what had been learned the first time. In most instances, preservice teachers returned four times to the site. This process was followed by a final reflection of the entire experience.

This service-learning project enhances the material being covered in the course. Preservice teachers learn how to choose appropriate literature, how to read aloud and guide the reading of students, and how to use literature to facilitate the language development of individual learners. Most of the strategies that were uncovered by the preservice teachers are effective strategies for the general population, so they have been able to see how using the modifications in their future classrooms will benefit not only the ELL but also the whole educational environment.

The overall feedback has been extremely positive. In terms of the preservice teachers' learning, several outcomes were apparent. Before service-learning was incorporated, college students only thought superficially about the fact that they will have ELL in their future classrooms, and many of them have seen that possibility as an imposition which would detract from the education of their other students. The instructor has seen a drastic change in attitudes in this regard. Secondly, the hands-on work reading with children has really enhanced preservice teachers' understanding of the potentials of using literature to strengthen language skills. As for the K-5 students, the effect on their English skills would be extremely difficult to quantify. The ESOL specialist sees improvement, but these children are engaged in so many other English learning activities that growth would be hard to attribute to any one thing.

However, it must be said that anecdotal observations indicate than an excitement about reading has been generated. These students have been introduced to books they can enjoy despite English language limitations. Another qualitative mark of success is that the ESOL coordinator and the school are eager for the project to continue. Anonymous assessments done at the end of the semester indicate that this project is regarded as highly beneficial, and almost unanimously, preservice teachers felt it was a project that should be continued. The following excerpted comments by two preservice teachers are fairly typical of the feedback received:

> Overall, I think that tutoring the service-learning student was a wonderful experience. I learned a lot about ELL students and how to work with them. This was the first experience that I've really had to work with a Korean student who is still learning the English language. I think that the ELL program is very positive, and it really helps these students. (Kim C.)

> This experience was absolutely amazing because I feel I learned as much if not more than he did. I learned about a different culture and the daily

> struggles an ELL student faces. I also learned how hard an ESOL teacher's job is everyday. Additionally, I became more confident in my teaching abilities. The only thing I would change about this opportunity is to make it a longer time than two weeks. I feel like I was just scratching the surface and if I had more time I could have made a true difference. (Kristy L.)

The only major criticism of the project by the preservice teachers has been that they would like to have more time devoted to working with the children. Four hours is just enough time for them to scratch the surface. The instructor has been pleasantly surprised and impressed by the level of positive feedback from the preservice teachers and this is definitely a project which will be continued in a modified form in future sections of this course.

EDUC 408: MEASUREMENT AND EVALUATION

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Using Service-Learning to Enhance Academic Excellence

EDUC 408 is the study of objective measurements and evaluations education, preparing the student for the selection, administration, interpretation and effective classroom use of standardized and informal tests and test results. Emphasis is placed upon adequate diagnosis as the necessary basis for skillful educational guidance. This course was selected as the pilot course for the infusion of service-learning into the curriculum of Coppin State College because, through it, many of the criteria of service-learning could be fulfilled and it allowed preservice teachers the dual opportunity to perform a service and to help Rosemont Elementary School, one of the Professional Development Schools (PDSs) currently under the aegis of Coppin State College. The course emphasis was on familiarizing preservice teachers with using tests and test results. Since Coppin had accepted the responsibility of assisting students and teachers at the PDS with preparing for the Maryland School Performance Assessment Program (MSPAP), the project focus was to develop something to prepare the elementary students for standardized tests, particularly the MSPAP.

Rosemont Elementary School became affiliated with the Coppin through the New School Initiative signed with the Baltimore City School Commissioners in 1998. This partnership was established with Rosemont because the school's achievement scores on the MSPAP never reached city or state standards, and the school was targeted for reconstitution.

To prepare them for developing materials to help with the MSPAP, preservice teachers studying measurement and evaluation in education were required to research and respond to information concerning testing in the Baltimore City School System including the MSPAP. MSPAP guidelines and scoring processes were researched and students also had to locate and compare test scores for Rosemont with scores from other Maryland schools. In their attempt to provide additional assistance with skills training for the Rosemont students, the EDUC 408 students searched the national, state and city learning outcomes and content standards in order to develop interactive work book packets of activities to improve critical thinking skills in reading, writing, social studies, mathematics, science and language arts. In addition to researching the standards, the preservice teachers also conferred with parents, teachers and parent liaisons. They, then, located or developed appropriate materials in each area. They brainstormed, used the computer and the Internet, and the scope and sequence sections of teachers' guides and manuals to acquire material. These materials were reproduced and hand bound. The packets turned out to be 40-50 pages in bright and captivating colors. A letter in each packet described the contents and purpose of the packet and explained how caregivers, siblings, coaches, mentors and parents could work with the child to increase and enhance cognitive thinking skills.

The preservice teachers went to the school to deliver the packets to the children themselves. In the pilot session of this project, packets were presented to third and fifth grade classes at Rosemont. Teachers at the PDS kindly allowed the EDUC 408 students to speak to the children and to demonstrate how to use the packets. Preservice teachers in the evening section of this course delivered their packets to eighth graders at another Coppin PDS, William H. Lemmel Middle School, and to parents of the Summer Sports Program at Coppin State.

The need for this project in the community was identified when the Coppin/Rosemont Initiative was signed and the need was further indicated when the EDUC 408 students researched and found that Rosemont students still lacked improvement in scores on the MSPAP. As the preservice teachers located and developed activities for their packets, they were able to enhance their own knowledge-base about assessment, evaluation and testing.

The reflection component of the service-learning definition was satisfied in multiple ways. Children receiving packets verbally expressed their delight with the materials. Parents sent their comments to their children's teachers and to the parent liaison. The Coppin students completed surveys, discussed their findings and feelings in classroom presentations, and entered their thoughts in logs, journals, and portfolios.

When the project began in EDUC 408, students were required to locate some information about service-

learning. They often sought this information from the Education Resource Center (ERC). They located articles and some handbooks. Since the first project, the Coppin State College ERC has made a concerted effort to accumulate and catalog materials about service-learning.

The project started in EDUC 408 has become a well-known aspect of the course. Students who have completed the course tell those who need the course what to expect. They all agree that the beginning of the project is time consuming and, at times, is also frustrating because of all the "groundwork" needed—finding information about the MSPAP, about Rosemont scores, and finding test standards; locating and critiquing articles about service-learning; and locating age- and grade-appropriate materials for the children. The physical labor involved with assembling the packets is also frustrating—counting paper for copies of each specific color, getting the "stuff" to the printer, bringing it back from the printer, and binding each and every packet (100 per grade). But, they also tell incoming students about the delight they feel when the children receive their packets. Every student tells of how proud they feel when they work with the children and explain how the packets should be used. The EDUC 408 students have not been to Rosemont Elementary School once when they were not applauded by the students there. In the six semesters that we have been doing this project, we have served over 1,100 children and their parents in two schools and two summer programs.

I plan to continue this project into the future. I will adapt the standards of the packet materials to the new Maryland Assessment Test, the MSA and I will have a class conduct research to see if our packets have really helped the Rosemont students increase and enhance their cognitive thinking skills.

Dr. Thomas James and I have presented papers at conferences at Historically Black Colleges and Universities describing this project and at the National Service-Learning Conference in Seattle, WA.

SCED 319: SURVEY OF EDUCATIONAL PROGRAMS

Elizabeth Wilkins, Ph.D.
Towson University

Methods in Certification Education

Introduction

Survey of Educational Programs (SCED 319) is a course only open to those students in art, dance, music, physical education and health, or media specialist whose majors lead directly to certification in elementary and/or secondary education. The course is designed to acquaint students with, develop understanding of, and become skilled in methods and techniques of teaching, planning or instruction, selection of appropriate content, and classroom management. These skills are further refined in special methods courses and student teaching. As a general methods course, the students engage in experiences that introduce them to professional knowledge that will enhance their ability to be effective teachers in an elementary, middle or high school setting.

Instructor's Goals

The instructor hoped that using a service-learning experience would open student minds to the positive possibilities of service-learning, showing them that service-learning can an effective teaching tool. Her students learned the benefits of service-learning both for themselves and for others. One student wrote, "I feel every student in every major should be required to do a certain amount of volunteer work in order to graduate … Learning to interact with others is important to be successful in the real world."

Giving the Task to the Students

The instructor assigned four hours of service-learning, allowing her students to choose projects that best fit their personal interests and schedules. Giving them the choice empowered them to take ownership of their projects and to further explore their own professional goals.

After completing their four hours, students wrote reflections and discussed their experiences with the larger group. The reflections were graded based on a rubric (see Appendix A) that included what the students learned about themselves and others. The discussions enabled them to see several different types of and reactions to service-learning. They were then able to generate more ideas for effectively using service-learning in their own future classrooms.

Integrating Service-Learning into the Overall Curriculum

Service-learning inherently meets the overall College of Education curriculum goals at Towson University. Service-learning supports INTASC Principles; that is, it helps to shape the model teacher candidate. In particular, service-learning develops the following teacher candidate skills:

- It helps them imagine and implement a greater scope of learning opportunities that will foster student development socially and personally.
- It encourages them to seek out growth opportunities for themselves and enables them to reflect on the effects of their actions within the community.
- It offers a way teacher candidates can connect school and the larger community in order to, as INTASC standards state, "support student's learning and well-being."

How Service-Learning Fit into the Course Content and Goals

Service-learning fits naturally into the instructor's general methods course for students pursuing a K-12 certificate. As future high school teachers, many of her students will be responsible for assigning service-learning to meet the Maryland State Department of Education high school requirement. Adding this service-learning experience to her course better prepared her students to make the high school service-learning requirement a positive and beneficial experience for their future students.

Service-learning also supported course goals in that it taught the students more about themselves and their abilities as teachers. By committing themselves to service, they found themselves in situations that encouraged them to think of the greater community and required them to go the extra mile, tackling sometimes challenging interpersonal situations and learning how to

react as professionals, a lesson they will bring with them into the classroom.

The instructor was successful in her goals for the service-learning experience. One student wrote: "I believe … volunteering is important for a student's development. Learning about different organizations and activities among people also widens a student's view of the world around them. This gives students an opportunity to be involved in something positive and helps them to grow by working with other ..." This student was able to apply what he learned about himself and his community to how he wants to teach others to learn about themselves and their communities.

Appendix A
SCED 319: Survey of Educational Programs
Service Learning Guidelines

Reflective Paper Grading Rubric

DESCRIPTION OF SERVICE LEARNING PROJECT

0	2	4
A description about the service-learning project is not included in the paper	A description about the service-learning project is adequately described in the paper; some detail is provided	A description about the service-learning project is thoroughly and clearly detailed in the paper

INFORMATION LEARNED ABOUT SELF AND OTHERS

0	2	4
Information learned about self and others is not included in the paper	Information learned about self and others is adequately described in the paper; some detail is provided	Information learned about self and others is thoroughly and clearly detailed in the paper

POTENTIAL SERVICE LEARNING PROJECTS TO BE USED IN THE CLASSROOM

0	2	4
A description about potential service-learning projects is not included in the paper	A description about potential service-learning projects is adequately described in the paper; some detail is provided	A description about potential service-learning projects is thoroughly and clearly detailed in the paper

FORMAT AND LENGTH OF PAPER

1	2 1/2	4
The paper was not turned in on time and it does not comply with the 2-3 page limit and other formatting requirements	Either the paper was turned in after the deadline or it does not comply with the 2-3 page limit and other formatting requirements	The paper was turned in on time and complies with the 2-3 page limit and other formatting requirements

GRAMMAR, SPELLING, PUNCTUATION

1	2 1/2	4
Consistent grammar, spelling and punctuation errors throughout the paper	Good attention to grammar, spelling and punctuation throughout the paper	Excellent attention to grammar, spelling and punctuation throughout the paper

COLUMN TOTALS _____ _____ _____

OVERALL SCORE: /20

ADLT 504: PRACTICUM

Taught by Dr. Theresa Harris
(Recorded by Beatrice Riley)
Coppin State College

Partnering with the Community — A Graduate Practicum Course

ADLT 504, Practicum, is a six-credit graduate course, which requires 160 clock hours in an internship-type placement. This course utilizes the student's prior knowledge and experiences with the adult learner. Generally, the instructor designs the practicum experience. Students with little or no prior knowledge and/or experience with adult learners are exposed to extensive classroom and/or field experiences in agencies serving adult populations. Knowledgeable and experienced students may elect to complete the internship at their job sites or at adult education centers where their knowledge and experience can be applied and maximized. An on-the-job internship requires that students be engaged in a project, which is distinctly different in nature from their regular responsibilities on the job.

As a general rule, students can devise their own internship to satisfy the requirements of this course. However, for fall 2002 and spring 2003, Coppin State College entered into a partnership with the Pedestal Gardens Neighborhood Network Computer Training Center, a neighborhood computer group in the Upton Community of Baltimore City. This group had been funded to help residents in the complex learn computer skills, which would allow them to participate in G.E.D. programs, basic education courses and welfare-to-work programs. The group needed trainers/teachers, with basic computer skills, to work with adults in the program. Dr. Theresa Harris accepted the partnership requirements and re-formatted her course to help the group to reach their goal. Her course objectives included:

1. To afford students an opportunity to blend theory with practice in an actual work setting and to develop sharpened administrative skills.
2. To further develop student's knowledge and practical application skills for working with a variety of adult populations in a variety of settings.

The eight students in the course were required to take a basic computer skills course to facilitate the support of the community members and to collaborate with a professional at the site to determine the specific service that would be offered to each individual participant in the program. The 20 Pedestal Gardens participants had individual attention from their trainers for 160 hours. In addition to providing basic computer skills, the students in ADLT 504 also taught application completion, resume writing, interviewing techniques and basic reading.

The partnership between Coppin and Pedestal Gardens was a wonderful opportunity for Coppin students to complete a service-learning project while completing their internships. The ideals, definitions and best-practices suggestions were discussed in the planning and orientation meetings, which were also the advisement classes. Students also discussed logs, reflection journals, observations, supervisory observation requirements and participant surveys. After two weeks of planning, students began their 12 weeks of working with the participants. All of the ADLT 504 students established a timeline for completion of activities, whether with one or with several students; and they all set a training agenda for themselves, and later, for their clients. Some of the students worked with one client the entire time. They agreed upon a specific schedule and met each other at agreed upon times. Some students worked with different clients—whoever needed help while they were available. The students who worked with the same client all of the time felt a deep responsibility for seeing that the person's need was met. They took pride in their client's achievements and felt it necessary to give encouragement and, at times, "pep talks." If their clients were absent from the Center, the students expressed concern and caring to the supervisor.

While the professor acted as a liaison between the college and the Center, her responsibilities were limited to observation because the program worked so well. Supervisory observations and participant responses all seemed to prove that what the professor observed was true, the program worked well.

Students in ADLT 504 presented their observations in an open forum held in the Division of Education. Guest speakers included an administrator and a supervisor from the Pedestal Gardens Neighborhood Network Computer Center. Students discussed service-learning in general and their project at the Center, specifically; and

the supervisors spoke of their observations. They made a general request for future volunteers and asked that Coppin consider their site for future service-learning projects.

Service-learning projects at the graduate level are often difficult to activate and facilitate because, for the most part, graduate students are employed full time. Using a practicum experience to promote service-learning is beneficial to both the student and the organization or group which receives the service. The student gets the chance to use theories and skills they have learned in real-life situations while he/she is applying course objectives to activities of social responsibility. The organization served is receiving the benefits of trained personnel who can assist them in continuing their work at no cost to them. Service-learning at the graduate level is a win-win situation for everyone involved.

ADLT 533: THE AGING PROCESS

Alfred Sutton, Ed.D.
Coppin State College

Service-Learning in a Graduate Program

ADLT 533, The Aging Process, is a graduate course offered to provide in-service teachers, and others, with the background knowledge and skills needed to work effectively with senior citizens in various settings including those involved with learning activities. Although several of the students in this class were not education majors, they all participated in the service-learning process and were responsible for the service-learning activities. The course is designed to provide a multi-disciplinary analysis of the bio-psycho-social characteristics of older persons as they interact with age-related social, economic and political influences of American society. Social policy, social problems and their implications for the elderly are explored. Students are engaged in clinical gerontology experiences. They use these experiences to develop service-learning activities and assessments of those activities.

Ten graduate students were involved in the class, five of whom were current in-service teachers working in adult-learning situations. The class brainstormed to decide on a place to conduct its service-learning project. After collaboration and interaction with several Resident Activity Coordinators (RACs), they decided to work in a senior citizen facility. There were 200 residents, 50 percent of whom were Korean, and there was some language problems. They then decided to concentrate on providing the seniors with information concerning health issues. The class conducted small group sessions with the seniors to make them aware of their need to have flu shots and to take immunization shots. In order to determine whether or not a need existed and the description of that need, the class devised an instrument in order to conduct a needs assessment. With the assistance of the RAC, it was determined that most of the population was at risk and might benefit from awareness instruction.

The in-service teachers and the other students in ADLT 533 designed two health awareness workshops, delivered them to the population and secured the services of nursing students (with physician approval) to set up free immunization stations at the high-rise facility. One hundred of the residents took the flu shot. Although the ideal would have been 100 percent participation, the fact that clearances and approvals were obtained for such a high percentage of the group was overwhelmingly positive for showing the need for this activity.

A service-learning project of this sort is difficult to arrange and carry out. The fact that it was done in a single semester is encouraging and indicates that projects of service can and should include problems which might seem to be impossible. Feedback from the senior citizens indicated that the workshops and free shots which were brought to them were appreciated. The students were pleased with the reception they received from the participants. One student felt the experience gave her an opportunity to interact with another culture, to see how seniors participate in a self-selection process and to receive advice from a knowledgeable worker in the field of gerontology (the RAC). She stated that she was able to see the differences and similarities between this group of seniors and the seniors with which she was more familiar and was pleased to note that they were more similar than different.

As a professor, I was involved initially as I had to make contact with the selected site, discuss the possibility of conducting the proposed activity and obtain the proper permission. After that, my role was simplified into observation only. Students developed their instrument, conducted their survey, developed physician permission slips, recruited the nursing students and requested them to bring influenza medications, secured dates and times for workshops and shot distribution, obtained the services of escorts for the senior citizens, and assessed the activity by obtaining feedback from the citizens, the nursing students and the RACs. In their discussion period at the completion of the activity, students shared their reasons for choosing the activity and described their feelings.

Because of the success of this project, similar projects will become a part of the course requirements for ADLT 533 and will be indicated in the syllabus.

ADLT 513: SOCIOLOGY AND COMMUNITY DEVELOPMENT

Elinor Santor, Ph.D. (prior to 2002)
Elizabeth H. Brooks, Ed.D. (2002 to present)
Coppin State College

A Service-Learning Project for Master's Degree Candidates

Introduction

ADLT 513 has been a course taught in the Coppin State College graduate program for educators of adults for many years. It is a course which gives students an opportunity to explore diversity in real-life situations. It is designed to enhance the professional competency of those individuals working in diverse fields serving adults. This course is meant to develop and strengthen the liberal and specialized education of administrators, counselors, teachers and all relevant practitioners of adult education, counseling and training programs. An in-depth study is made of the principles and techniques used to assist learners in using the resources of the community to help them understand how local, state and federal agencies, as well as non-public agencies, operate within the community and how they may participate in activities available through these agencies.

Although it was difficult to convince graduate students that they had to find time in their busy schedules to complete a service-learning project, they were more accepting when they realized the project was a large percentage of their final grade. The course required the students to work with neighborhood associations and other community groups to determine where people would benefit from their services. Students worked in nursing homes, homeless and battered women's shelters, schools, senior centers, and in community meeting and recreation centers. They worked with individuals, families and parent associations in groups which ranged in size from one-on-one to one hundred. The service-learning projects differed as each student selected his or her own problems to resolve or to educate a group about. The students worked with persons in communities not necessarily their own. The interaction gave them chances to experience how adults are impacted by problems and how these problems can affect learning and teaching.

The students attended neighborhood association meetings and interviewed participants to determine a problem which they might attempt to resolve. Problems and concerns of the community were gathered from interviews, research and, sometimes, newspaper articles. Not all projects concentrated on problems. Some of the projects helped the community to gather information to give to new people coming into the community or helped senior citizens in the community prepare "help charts"—charts with addresses and phone numbers (in large print) for the agencies from which they might receive help in different circumstances. Each student established a partnership with the community association, individuals within the community and with agencies which might supply the answer to the problem in the community.

To prepare for the service-learning project, each student was required to locate and critique an article or a chapter from a text containing information about service-learning, in general. They were then asked to include in their writings their ideas for the project, their analysis of the situation causing the problem (if any), and their projected outcomes and possible solutions to the problem. Each student was required to make classroom presentations describing his/her community, the problem, the solution/action taken. They were also required to prepare a portfolio/reflective journal including: critique of an article or text, demographics of the community, a timeline of action, and copies of interviews or surveys used to obtain information about their situations.

Description of One Project

One student worked with homeowners in East Baltimore who had fallen victim to "Flipping Scams." Flipping scams received a great amount of newspaper coverage during the spring the student decided to undertake an action. Her project is outlined here.

Community Problem

Flipping is the process of someone buying a house cheaply and selling it for double or triple the paid price, often without even making any changes to the property. The "flipper" finds his victim by looking for someone who needs a new place to live and believes he or she can't afford the move or the place. The flipper gets the buyer to trust him or her by promising to put the buyer into a house and arranging a mortgage loan even if the

buyer has bad credit or little money. The flipper walks away with the loan money and the buyer winds up with a house that is not worth what he or she owes on it. Too often, the buyer can't afford to pay the inflated loan and soon loses the house in foreclosure; or the house needs so many repairs that the buyer cannot afford and the buyer loses the house after many citations from the city.

My hope in tackling this problem is to stop a potential at-risk client from being "bamboozled" out of his or her money. This becomes a problem because the stability of home ownership in the community is being threatened. What I hope to accomplish by making people aware of flipping scams is to educate them to be aware of the warning signs of possible flipping and to ask the questions that all homeowners have the right to ask before they purchase a house.

Action Taken On the Problem

I will be working along with the community and the neighborhood association to take action. New perspective home buyers will be invited to an open house which I will organize with the community association. There, we will share the warning signs and give them tips on how to watch out for flippers. A lawyer from the Office of the Attorney General will come to share some of the cases that are being brought against the flippers. He will also explain the rights of the buyers and define what a landlord is supposed to take care of before selling a house. I will be handing out flyers in the community on this issue.

A member of the Attorney General's Office sent me some brochures which were distributed at the community association meeting in December. I contacted Ken Strong, director of Research and policy. He is in charge of the project to end unethical real estate practices. I was able to meet Strong and conduct an interview with him on flipping scams. We have obtained permission to acquire or produce a video describing flipping, flipping scams and the flipping scam warning signals. This video will be donated to the Belair-Edison Neighborhood Association as part of their home buyers' counseling meetings which are held several times each year. I have also obtained a promise from Dennis Murphy, an attorney, to speak at a future association meeting.

ADLT 530: ENVIRONMENT AND AGING

Alfred L. Sutton, Ed.D.
Coppin State College

This course was selected as a pilot for infusing service-learning into a graduate program at Coppin State College. As a part of the general coursework, students were already required to locate a situation involving adults that could be improved through educational activities. To change this portion of the course to service-learning, I simply had to include the definition of service-learning and its tenets in my initial course presentation. I added the preparation, action and the reflection components to the syllabus and identified the relationship between service-learning and course content. All of the students were working on their master's degrees in adult education with a concentration in gerontology.

The ADLT 530 course explores the relationship between human behavior and the physical environment over the life span of the individual. The course places emphasis on subjects such as privacy, mobility, institutionalization, perception, isolation and social interaction with respect to developing needs of people over their life times. Implications for environmental design, planning and policymaking are analyzed. The service-learning component served to add another layer to the skills needed to analyze the needs of individuals and offered the students opportunities to take immediate action to resolve a particular problem.

Nine students were involved in this pilot course. They brainstormed to determine where they might conduct an activity to persuade, inform or otherwise improve a situation for some senior citizens. They developed and conducted a needs-assessment survey with activity directors in a couple of agencies and centers housing senior citizens as residents and/or clients. The class then self-selected a nursing center in the community and made the necessary contacts to visit and devise a particular activity. In collaboration with the nursing center activity director, the students determined that the elderly residents of the center needed more opportunities for group socialization and that such an activity would be beneficial and, probably, very enjoyable for the residents. Although the activity was open to all residents only 10 African-American female residents volunteered to participate. But these residents, surprisingly, ranged in age from 72 to 102. Several discussions were held between the residents, students and the activity director as to what they could do together, what would be considered to be "fun," and, for the students, what would teach the residents something and leave them with a pleasant memory of the activity.

The group decided to make a poster board celebrating the past and present contributions of African-Americans to society. The group of students and participants met several times to discuss the content and format of the board. Some of the seniors were able to draw on past knowledge to contribute to the board's content. Magazines were brought in to be cut up for material and the seniors even had an opportunity to play on the laptop computer belonging to one of the students. The socialization began at the first meeting and continued through the entire board-making process. The group was given a small room to house their materials while they worked on the board. They met twice during the month of March. To spur activity and "stir the juices," the group listened to gospel, classical or popular music playing in the background as they worked.

The group proudly placed their board in a prominent place for display. The senior participants discussed the board and their contributions to its completion with their friends and families.

This activity helped students to gain a better understanding of the elderly. One student said that she now understood that the elderly simply want to be recognized as loving individuals who are basically looking for love and respect in return. They want to be treated as the individuals they are and with the active minds they have which can help them to continue to make important contributions to their world and to the society.

The seniors completed a simple questionnaire about their activity, how they felt, what they learned. All participants agreed the activity had been "nice," and "fun." Friendships were established that will last outside of the service-learning activity.

This pilot project was so overwhelmingly successful that future sessions of this course will have a project and I will include a similar project in other courses of this content area.

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Appendix A
Sample Questionnaire

TELL US HOW YOU FEEL ... CIRCLE YOUR ANSWER

Did you enjoy this activity?
YES NO SOMEWHAT

If you did not like the activity, please tell us why?

Would you participate in something like this again?
YES NO

What did you like best? - the visits - the discussions —getting things together.

What else would you like to do in a group like this?

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EDUC 560: TEACHING IN A MULTICULTURAL/MULTIETHNIC SOCIETY

Lijun Jin, Ed.D.
Towson University

Understanding Human Diversity: Service-Learning as a Pedagogy

EDUC 560, Teaching in a Multicultural/Multiethnic Society, is a graduate course offered to provide in-service teachers with the background knowledge, understandings and techniques to deal effectively with children from diverse cultural and ethnic backgrounds. Most students fit in the profile of teachers in general: white, female and middle class with limited experiences with diversity. Classroom discussions, simulations and case studies were the primary instructional strategies employed to encourage the in-service teachers to examine their own biases related to diversity elements including ethnicity, race, gender, religion, age, disability and socioeconomic status; and to develop competencies in implementing instructional strategies and materials that are multicultural. As effective as those strategies can be, I was frustrated that some teachers never ventured out of their own "comfort zone." It was very hard to help them make a genuine commitment to creating a school and classroom environment where all students were accepted and respected.

As part of the Teacher Education Consortium in Service-Learning (TECSL) that aims to prepare preservice teachers with the knowledge, skills and abilities to use service-learning as a pedagogy to teach students from K-12, I re-examined and redesigned the multicultural education course. There were three objectives of integrating service-learning in the course. One was to help in-service teachers better understand human diversity by engaging experientially in settings/micro-cultures where people are different given their race, ethnicity, socioeconomic status, age, linguistic background or gender. The second was to help in-service teachers reflect on the impact of encountering "being different themselves" in those settings/micro-cultures. The third was to help in-service teachers understand and use service-learning as a method of instruction in their own teaching.

To help in-service teachers to achieve the above-mentioned objectives, I applied the three essential components of service-learning, preparation, action and reflection, as the guiding principle to redesign the course assignments. The project required the students to spend at least five hours in a setting serving people who are different from them and with whom they had limited-to-no contact prior to the experience in any of the following aspects: race, culture, language, gender, exceptionality, class and/or age. The students were encouraged to use any community agencies to identify the place they would like to go.

Due to different circumstances among the students, I allowed some students to do a research project as an alternative assignment by studying what research studies have said about service-learning and its connection to multicultural education. They were also required to identify resources available for service-learning and specify how they could utilize those resources to integrate service-learning into existing curriculum at their grade level. The final product could be a paper, newsletter to parents/colleagues, or brochures clarifying the myths about service-learning and the benefits of integrating service-learning projects into the curriculum.

Before the experiential learning began, I allocated a two-hour class time to prepare my students for the project. During that time, I made a Power Point presentation on service-learning to discuss its purpose and introduced the "service-learning as a pedagogy" concept. Class discussions were followed to clarify misconceptions and concerns about the service-learning project they were about to engage in.

As they went through the experiential learning process, the students were required to keep a reflection journal after each encounter and discuss their learning relevant to the topics in class. The journals, augmented with readings and classroom discussions, were to help in-service teachers understand where their mostly unfounded biases came from and make a conscious choice of uprooting them. In the journal, they recorded what they observed, heard or experienced at the settings. As they shared, in writing, the feelings of "being different" and noted any obvious similarities and differences regarding cultural, racial, age and/or language, the students were also expected to go beyond the surface level and examine their own prejudices and stereotypes toward the particular group of people they were in contact.

While learning new cultures experientially helped the in-service teachers to better understand diversity, the

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next natural step for me was to assess whether they would be able to implement service-learning in their curriculum planning to help their students develop empathy and social responsibilities. Using Bennett's multicultural curriculum development model that addresses the competencies in developing multiple historical perspectives; strengthening cultural consciousness; strengthening intercultural competence; and combating racism, sexism, and all forms of prejudice and discrimination (Bennett, 2002), the students worked individually or collaboratively to develop an integrated teaching unit in which the service-learning was an essential teaching/learning tool. For example, a third grade teacher planned the archaeology unit by having her students participate in "Project Bridge the Gap" that serves the community by compiling as many old photographs, artifacts and anecdotes as possible and publishing them in a video to share with the community. As a result, this hands-on project gave the students a chance to better understand the community history and develop a sense of community pride.

In summary, the educational component of integrating service-learning experiences into EDUC 560 involved in-service teachers' identifying a service-learning site, providing the service, keeping a reflection log, discussing their experiences in class and making linkages to the content in the course. The experiential learning provided in-service teachers with a springboard to get to know "people being different from themselves" and, at the same time, to become more aware of what it means to be "different" themselves. In addition, integrating service-learning into the multicultural curriculum unit project enabled classroom teachers to see that multicultural education is achievable with deliberate effort, planning and reflection.

Reference

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Chapter 3

Teacher Education Service-Learning: Assessment

Douglas Ball, Ph.D., Salisbury University

Chapter 3

Teacher Education Service-Learning: Assessment

Douglas Ball, Ph.D. Salisbury University

[**Author's note:** I was the project evaluator during the three years of the TECSL grant. Annually I gathered data from pre- and post-assessments to evaluate our progress toward specific grant goals, which shifted from service-learning basic training during the first year to full-blown implementation of service-learning projects in 15 courses across three participating universities' courses by our third year.]

THE BLIND MEN AND THE ELEPHANT?

One can't help but notice after reading the project descriptions in the previous chapter that service-learning doesn't look quite the same in any two courses. In fact, taken collectively it becomes difficult to discern what service-learning actually is. Is it volunteering or clinical experience or community service? You also might wonder, how could preservice teachers learn to implement service-learning by merely observing in an assigned classroom for three to four hours per semester or by looking up the definition of service-learning on the Internet? Furthermore was having them reflect on these types of experiences at semester's end a sufficiently robust assessment of the impact of their so-called service-learning experiences? *¿Quién sabe?* The literature on service-learning tells us that the term "service-learning" is used inconsistently and that assessing and evaluating its impact can be problematic.

> Service-learning programs are *distinguished* from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring (Furco, 1996). Thus service-learning programs must integrate service into course(s) and *be tied to measurable objectives* that assess as well as enhance both the learning and the service. (Shastri, 1998, p. 5, italics added)

The purpose of this chapter is to help beginners develop a perspective on the complexity of service-learning, specifically for measuring the impact of service-learning projects conducted within teacher education courses. In the first section of this chapter, I will discuss the related literature, then using this background, I will map a manageable assessment process. In subsequent sections, I will discuss how the participants in our service-learning consortium managed planning and assessing their projects. I believe their experiences will offer valuable insights about many aspects of service-learning in teacher preparation courses, especially during initial implementation stages. I suspect there is a lot to be learned from our shortcomings, our shortcuts and our substantial accomplishments—how each of us learned in our own way how powerful, compelling and complex service-learning pedagogy can be.

APOLOGIA

"Preparing teachers for service-learning ... is easier said than done," (Shumer, 1997, p.1). I had to learn this the hard way. During the first year of our grant, I was asked to make a presentation about assessment and service-learning to the consortium participants, those professors who would pilot a service-learning project in their teacher education courses. So I conducted a search of the relevant literature, only to find a handful of refereed articles and ERIC documents. The Internet proved more fruitful and fortunately I was subscribing to the Colorado service-learning listserv (see resources at

the end of this chapter). From these sources I discovered that assessing a service-learning project requires considerable and comprehensive planning. "Service-learning is a complex process that requires careful planning, implementation and evaluation to be successful" (Driscoll et al, 1998, p.8). Finding a way to represent this complex process to the consortium professors was a challenge. I did my best to provide an overview of the literature through various flow charts that I had designed to help them at least visualize the work that lay ahead. (See Appendix A, Figures 1-7.) I tried to help them see that it would involve a series of careful decisions and maneuvers, which had to be developed simultaneously with their service-learning project plans. I don't think they were ready for the full extent of what I was trying to convey (at that early stage they probably were trying to envision how on earth they were going to actually "fit" a service-learning project into their courses). I suspect that they regarded evaluation as an all together separate consideration from their planning process, not integral to it.

Yet they were certainly not clueless about service-learning assessment. They had learned during our first year of service-learning basic training that reflection plays an integral role in the service-learning process (i.e., the "Plan-Act-Reflect" loop), and as teacher educators they were accustomed to having students reflect on their learning experiences. Furthermore, one participant was anxiously discussing his plan to use a rank-order instrument, called a Q-sort, to assess the impact of service-learning on students' attitudes, particularly their feelings about doing service in a mandated context. So initially the consortium participants had conceived service-learning assessment as measuring attitudes and by gathering students' continuous reflections, but was that going to be sufficient?

Eyler (2000) has posited concerns about designing assessments that adequately capture the precise nature of learning in a complex context such as service-learning:

> Over the past decade we accumulated a lot of evidence about the impact of service-learning on college students, but this research has relied on surveys and other simple measures which do not capture the most important intellectual outcomes of the experience. We know that service-learning has a small but consistent impact on attitudes and perceptions of self, but we have less evidence for its impact on learning and cognitive development and no evidence of its effect on lifelong learning and problem-solving in the community. (Eyler, 2000, p.6)

Moreover Eyler (2000) also has expressed reservations about reflection. "We know reflection is a good thing—but we don't know how to structure reflection and integrate it with service to maximize learning—or what that learning may look like. ...A primary task for service-learning ... then is to refine our definition of appropriate intellectual outcomes and to design measurements that are convincing" (pp. 2, 3). According to Eyler there have been no systematic attempts to test alternative, theoretically-anchored models of instruction, reflection or project planning. Currently there are scant models for assessing such effects of a service-learning project on students in teacher education courses (cf. Furco & Billig, 2002; Driscoll et al., 1998).

Root, Callahan and Sepanski (2002) have conducted several investigations on the effects of service-learning in teacher education programs, specifically its impact on "teacher change." They have found significant results related to the following outcomes for preservice teachers:

> teaching efficacy
> commitment to teaching
> service ethic of teaching
> accepting diversity
> intent to engage in future community service
> intent to utilize service-learning in their classrooms (p.224).

How then do we *know* what is effective about service-learning in a teacher education course? What are the criteria that we should use to assess our service-learning projects? Wade & Saxe (1996) reviewing the literature defined high quality programs as those with:

- strong reflective components
- considerable time spent on service
- focused program goals
- connections with academic coursework (p.46)

Most sources claim that measuring the effectiveness of a service-learning project should involve assessments on many levels, of multiple objectives and of many different needs related to the various participants in the project (cf. Shumer, 2000; Driscoll et al., 1998). The extant literature on service-learning indicates that complexity emanates from a virtual swarm of variables: from multiple layers of decision making; multiple

components of a service-learning project plan; the multiple participants involved in the process; the multiple objectives that emerge from the interaction of community need, teacher education program and course content; and the merger of candidate personal and professional development with group growth and social change. This multi-component process is magnified for teacher education courses, since not only are students participating in a course related service-learning project, but they are also supposedly learning how to replicate the process for their future classrooms. It therefore is essential to understand that measuring the impact of service-learning projects in teacher education courses involves not only the immediate learning outcomes related to specific course content, but also consideration for the long-range impact of service-learning on candidates' abilities to replicate the process as future professionals. Therefore the following is not an understatement by any means: "Our general conclusion is that service-learning is such a complex process that it requires a complex and comprehensive assessment model" (Driscoll et al.,1998).

How can teacher educators infuse service-learning (with all its unique and multiple components) in their courses and then measure its effects on the developing professional's ability to infuse service-learning in their future K-12 classrooms? How can a teacher education course include all the components of a service-learning project including measuring its effects on all participants involved? Given the time constraints within a typical teacher education course semester schedule (i.e., 15 weeks) combined with the current pressures of standards-driven curriculum (e.g., state learning outcomes, NCATE, INTASC standards and NCLB mandates) infusing a service-learning project within a teacher preparation course and evaluating its effects on all participants becomes an seemingly unwieldy and indeed a complex task.

STEP-BY-STEP

In the first year of our grant (our service-learning basic training), I had provided consortium professors with a series of graphic organizers, which I had based on the available literature, and which I had thought would have help them see the various stages and components involved in planning their service-learning assessments/ evaluations. As I recall these didn't seem to help us much then, but now when I read the service-learning project descriptions in this manual, these very basic graphics have resonance, at least for me. I have included them here because I believe they may benefit those beginners who can perceive in them the step-by-step guidance they provide as well as the multiple planning components they represent (see Appendix A, Figures 1-7).

CODA

To begin with, planning a service-learning project within a teacher education course is said to require careful delineation of purposes and objectives connected to course content and candidate learner outcomes, as well as with the objectives delineated by the participants who are our community partners. Teacher educators must consider how to infuse service-learning in their courses so that candidates understand, experience and know what is involved in incorporating service-learning with all its components in their own future classrooms. Foremost it is essential that candidates be able to distinguish a service-learning project from an ordinary volunteer activity (Shumer, 2000) and know that service-learning requires a type of interaction and collaboration with community partners that involves learning outcomes and goals that are unique to each participant. Predetermining these objectives and how they will be assessed is an essential component of planning and conducting a service-learning project. (I would opine, and the participant professors would probably concur, that there may be many outcomes involved in a service-learning project, especially during early attempts such as theirs, that are totally unexpected.)

Fortunately the literature about service-learning and teacher education offers guidelines to help us "smoke out" these assessment issues and I believe it will be beneficial for education faculty to be aware of them as they conceive service-learning projects. I have culled these guidelines from the literature (e.g., Swick et al., 1998) and to make them relevant to this manual provide cross-references to the consortium projects that I feel model or emphasize similar themes. (TECSL projects are indicted in italics.)

Service-learning beginners should consider:

- The overlap between current curriculum and pedagogical practices, mission statements, conceptual framework (political climate), and service-learning theory and practices. (*see Laster's, Wiltz's, Robeck's projects*)
- How service-learning programs will integrate service into courses and be tied to measurable objectives that assess as well as enhance both the learning and the service. (*see all projects, particularly Robeck's, Frieman's, Jin's projects)*
- The importance of having preservice teachers play a major role in making decisions about their own goals and the service-learning experiences they undertake to meet them. (*see Jenne's, Wiltz's projects*)
- Service-learning activities must be carefully matched with specific goals and desired outcomes in the teacher education program (e.g., If the goal is to have preservice teachers use service-learning as a teaching strategy in their future classrooms, it is important that they experience assisting or implementing service-learning projects in the classroom). (*see Brook's, Wiltz's, Geleta's projects)*
- Where service-learning experiences will be positioned within the curriculum sequence to be of greatest benefit to students. (*see Bowden's, Frieman's projects and my discussion below*)
- How instructor, the student and the host organization **cooperatively** describe and agree upon the major components of the experience including **assessment.**
- That teacher candidates as co-creators increase potential that they will invite participation from others in future service-learning project designs.
- How to encourage preservice teachers to reflect critically on societal conditions that create the "need" for service—issues of power, oppression and social injustice. (*see Bond's, Robeck's, Geleta's, Laster's, Sutton's projects*)
- How to align assessment of service-learning activities within the design and function of teacher education (e.g., INTASC Standards). (*see Wiltz's ,Brook's, Robeck's projects*)
- How to evaluate the impact of service-learning on a variety of student, faculty, program, and community factors and outcomes. (*Brook's, Sutton's, Gilliam's projects*)

Evaluation Should Be Designed During the Planning Process ...

- Based on objectives of both the service-learning activity and course content.
- Include both process evaluation and product development.
- Use qualitative and quantitative techniques.
- Develop instrumentation and a plan for collecting, analyzing and reporting the data.
- Student reflection products should be used as an integral part of the qualitative evaluation process.
- Provide ongoing feedback to *and from* all involved in service-learning activity.

Ongoing Opportunities for Structured Reflective Analyses, Such As:

- Reflective journals, activity logs, etc.
- Discussions, interviews
- Ongoing seminars
- Presentations, exhibits
- Portfolios

Evaluation Results Should Indicate:

- The extent to which objectives were met.
- The degree to which the activities were carried out as planned.
- The impact of the experience on the agency and the clients of the agency/organization.
- The quality of the experience provided by the agency.
- The effect of the experience on student academic, social, personal professional development.

And a final recommendation from Paris & Winograd (1998)—if the purpose of implementing service-learning in our courses is so that candidates develop and demonstrate proficiencies:

> ... to ensure that preservice teachers own service-learning experiences, [teacher educators] model the same effective practices they will apply in their future teaching, teacher educators

> should apply these same standards in planning, implementing and evaluating their preservice teacher education programs. (p. 28)

Did the consortium professors use such recommendations from the literature as guides for the planning, implementation and evaluation processes? Were they ready for all this?

Clearly the professors' project reports in this manual suggest considerable variety in the foci of their service-learning projects as well as how they were planned, implemented and assessed. None fully incorporated all service-learning components, but some managed to include more than others. I wondered how and why did they make the decisions that produced these hybrid service-learning projects? Should I (as the grant evaluator) have been concerned that the professors did not conceive or implement projects with every service-learning component or competency, especially considering they were teaching service-learning skills to teacher candidates who we expect one day will replicate it in their classrooms?

These questions may reveal essential implications for those who read this manual and want to implement service-learning in their teacher education courses. As it turns out my concerns were neither new nor unique and are evident in the literature on service-learning and teacher preparation, which is, of course, reassuring to us all. Each professor's project was designed and implemented in a different way, which can be readily explained by the range of their individual needs as well as by contextual constraints. Service-learning looks different in different contexts. These projects confirm that there is not a universal service-learning design or model—one size does not fit all—and perhaps this will be most evident in implementing service-learning into teacher preparation coursework. The research literature confirms this phenomenon. "It is not possible to include all service-learning best practices" (Shumer, 2000. p.2). According to more than a few studies both preservice and veteran teachers have faced similar obstacles that affect the nature of their service-learning projects:

> ... ultimately it is not easy to create high quality service-learning experiences in preservice teacher education coordinating the logistics of involving students in the community, structuring effective reflection activities and assignments consistent with course goals, and finding the time to plan and coordinate projects with various community agencies are just a few of the challenges that face ambitious professors ... (Wade et al., 1998, p. 127).

Translated into the vernacular, any educator's legitimate concern will be: "What do I take out of the existing curriculum so that I can put a service-learning project in?" (cf. Shumer, 1997).

How Did Consortium Participants Handle Assessing Their Service-Learning Projects?

After our year of service-learning basic training (year one), we had not fully conceived of a basic framework or process for assessment/evaluation of the service-learning courses-to-be, nonetheless the consortium professors proceeded to conjure up service-learning projects resulting eventually in the hybrid configurations described in Chapter 2 of this manual. In fact, on the eve of implementing their service-learning projects (year two), the only discernible assessment plan was the Q-sort project designed by Frieman, intended, I believe, to capture students' attitude shifts about mandated service. So I proffered that if the TECSL's purpose was for these teacher educators to infuse a service-learning experience in their courses so that teacher candidates could learn how to replicate it in their future classrooms, then we needed to document that learning, i.e., the candidates' acquisition of knowledge and skills about service-learning competencies.

To accommodate variance, individual interpretation, contrasting course content, instructional styles, departmental demands, research agendas, time constraints, philosophical frameworks, etc.; it became necessary to propose to the participants an assessment/evaluation process model that was somehow flexible, uncomplicated, basic, reliable and believable. Therefore for the sake of parsimony and efficacy, I proposed a framework that I had adapted from an assessment model created at Portland State University (Driscoll et al., 1998), particularly their matrix, "Mechanisms to Measure Impact" (see Appendix B). Assessing how education students learned service-learning competencies became the primary focus of our evaluations. Consequently we may have made a somewhat unique contribution to the current service-learning literature, which tends to focus primarily on measuring preservice "teacher change." Our project focused on how preservice teachers actually

learned to do service-learning basics.

Our adapted model (see Appendix C) provided consortium professors with a framework for measuring basic outcomes—for measuring how the teacher candidates had learned the five service-learning competencies:

1. Identify community need
2. Establish partnership and collaboration with community to develop service-learning project
3. Perform service-learning process: Preparation—Action—Reflection
4. Identify relationship between service-learning project and course content
5. Share results: how to evaluate/assess the impact of service-learning on all involved: community, K-12 students, self

This framework provided a menu so professors could select the measurement techniques that suited their needs and situational constraints (e.g., time, pedagogical framework, content coverage, course placement in their curriculum sequence). The results (Table 1) from two semesters in which they implemented service-learning in their courses reveal the measurements that they selected and which service-learning competencies they assessed.

Table 1: Assessment Methods and Service-Learning Competencies

Method of Measuring Outcome	No. of courses where assessment was used: Year 1	Year 2	Competency Measured*
Student Reflections: journals, essays	15	15	3, 4, 5
Class Discussions	7	7	3, 4, 5 (service-learning defined)
Tests	2	2	3, 4, 5
Surveys	1	6	5
Logs. Project Plans	1	1	2, 3, 4
Presentations	10	10	5
Artifacts: portfolios, video, field notes	0	0	
Interviews	0	0	
Observations	0	0	
Focus Groups	0	0	
Other Student Projects	0	1	service-learning defined

Five Service-Learning Competencies
1 = Identify community need
2 = Establish partnership and collaboration with community to develop service-learning project
3 = Perform service-learning process: Preparation-Action-Reflection
4 = Identify relationship between service-learning project and course content
5 = Share results: evaluate/assess the impact of service-learning on: community, K-12 students, self

It may have been unreasonable to expect that each course would produce evidence for all components. This reality did not emerge until after the first year of implementation (year 2) when professors submitted data that revealed how they had documented their students' learning of the five service-learning competencies. Table 1 clearly shows that participants relied most heavily on student reflections to gauge the impact of the service-learning experiences on their students. It also reveals that certain competencies were neglected. A further analysis of how these competencies were incorporated into the project is shown in Table 2 below:

Table 2: Five Service-Learning Competencies in Service-Learning Courses (both years)

SERVICE-LEARNING COMPETENCY	% COURSES (N=15) THAT ADDRESSED IT
1. Identify Community Need	58%
2. Establish partnership and collaboration with community to develop service-learning project	33%
3. Perform service-learning process: Preparation-Action-Reflection	100%
4. Identify relationship between service-learning project & course content	83%
5. Share results: how to evaluate/ assess the impact of service-learning on all involved:	
Community	0
K-12 students	13%
Self	100%

Table 2 shows that participant professors placed the greatest emphasis on Competency No. 3 (P-A-R) and on one aspect of No. 5, (Sharing results: Assessing impact on self). Many professors reported that they themselves had identified the community need for their students and that establishing the community partnership was more or less not an objective for their students.

At first these results confounded me. Obviously something had eclipsed the service-learning model as it had been represented in the service-learning basic training for consortium participants. Yet this, again, is not atypical. According to Shumer (2002) "In implementing service-learning, teachers [tend] not [to] emphasize the importance of determining service needs. Neither do they emphasize the ongoing assessment of the impact of the service delivery to determine its value and its effectiveness. Yet these two program necessities are perhaps the most essential elements of any experiential or service-learning initiative," (Shumer 2002, p.183-84).

Not only did none of the courses reflect all five competencies, some service-learning projects were barely indiscernible from typical volunteer or clinical experiences. It became necessary to develop a perspective for understanding this variance, one that was considerate of the emergent nature of the professors' initial attempts at service-learning. A closer look at the projects described in this manual revealed a probable explanation (and

valuable implications for teacher educators)—patterns of how these service-learning projects were implemented strongly suggest a developmental continuum for service-learning infusion across departmental courses. Some professors had gone further with service-learning than others because their courses lended to doing so, allowing some professors to make larger connections, investments, transformations, if you will. Futhermore, the research literature shows that these are not important failures. According to Shumer (1997):

> As we begin to prepare teachers for service-learning, we must acknowledge the diversity of settings and focus, preparing them for all possibilities. There is no single service-learning program, teachers must know how to conduct programs across the continuum and adapt models to fit local settings. (p.2)

This realization reveals implications for initial stage service-learning implementation in teacher education programs. The range and extent of our participant professors' implementations suggests that programs might consider taking advantage of the scope and sequence of their curriculum and design a coordinated and graduated service-learning infusion in which specific components (skills and theory) belong in different level courses. If carefully coordinated within the teacher education curriculum, students would experience service-learning in increments, or developmentally appropriate stages. This would increase demands over time and increase compatibility between course constraints/demands and service-learning requirements. A composite case study presented by Wade et al. (2000) describes this very scenario: a foundation course could begin with the service-learning basics (e.g., what is service-learning and how is it distinguishable from volunteerism) and involve an appropriate but limited service experience in the field; then gradually through the course sequence the demands and pratica involvement would incrementally increase until by candidates' teaching internship, they are planning and conducting a full-blown service-learning project with their students in the classroom.

Looking at the service-learning projects infused in the courses at all the consortium universities clearly suggests that this model of service-learning implementation (developmentally appropriate infusion throughout the course sequence) somehow occurred in an incipient (and unplanned) manner. Consider Bowden's service-learning project in a foundations course in which she asked her students (taking their first education course) to discover the differences between service-learning and volunteerism through their own self-guided process of inquiry. The field component consisted of assigned placements in local schools that ranged from helping teachers to just observing in their classrooms. Geleta in a similar foundations course, asked students to create literacy "kits" for local students from high-risk backgrounds. Teacher candidates assessed these students' literacy needs and in order to create appropriate kits had to acquire more knowledge about literacy learning. At a higher level in the same department of education, students in Robeck's and Jenne's methods courses (science and social students respectively) assumed greater responsibilities in service-learning projects and as a result incurred greater professional development, notably in Robeck's course when service-learning experiences became rich metaphors that his students had to decipher. Lastly in Bond's course an interesting phenomenon occurred which illuminates a very important aspect that is not evident in the service-learning models that were presented to us in our basic training. Students in his children's literature methods course identified the needs of English Language Learners in local classrooms during the service-learning experience rather than prior to it. I would opine that although this strays from service-learning orthodoxy it is an appropriate way to use service-learning in a teacher education course, especially appropriate when the project involves recipients with diverse backgrounds. [It important to mention that the professors from each education department represent an almost random selection process, and consequently the courses where they infused service-learning projects were not selected with any pre-ordained purpose.]

Similar patterns of service-learning implementation commensurate with a course's position in the curriculum are also evident in both Towson and Coppin professors' reports (see a fuller discussion of all projects in Chapter 4). Imagine if these professors were now to confer—look at what they and their students did and then adjust and coordinate their service-learning course designs so that students build theory and practice within a developmental sequence of service-learning activities and experiences within each department's curriculum. service-learning competencies would be infused

throughout the curriculum not loaded all at once in each course. Students develop service-learning knowledge and skills in a variety of course formats and over time (in a seemingly developmentally appropriate manner) and perhaps culminating in a capstone experience (at least an option students can select during their internship) that combines all their prior experiences and service-learning competencies. The connecting link would be a framework of documentation for each experience enabling the candidate to build upon each experience, also suggested by Wade et al. (1998). An efficient model for service-learning implementation in teacher education would emerge from this coordinated approach.

Another implication that the service-learning project reports suggest also justifies this proposed model of service-learning infusion. Some of the outcomes reported by consortium professors appear to lack sufficient documentation. The lack of evidence to support these outcomes suggests that participant professors did not adequately delineate the objectives for themselves or for their students. (This may have been particularly difficult given that at the initial stage certain outcomes are impossible to anticipate, see Robeck's, Laster's, Frieman's project discussions.) However in a program coordinated model of service-learning, if each professor would have less competencies to measure, they may be better able to focus and manage fewer course objectives with regard to service-learning. As it turned out professors reported some results on their students' acquisition of service-learning competencies that appear to have little tangible support. Therefore some reports contain vagueness about what professors actually taught and what students actually learned about doing service-learning.

For example, one reports stated that, "Partnerships [Service-Learning Competency No. 2] were established when students realized the need for classroom students to understand the need for literacy ..." Without evidence to support this outcome, the connection between service-learning competencies and course objectives and what candidates learned is blurry. Such ambiguity needs to be prevented and possibly with better integration/ infusion across courses in the teacher preparation programs (with clearly defined outcomes and ways to assess them) it would be. This is strong support for teacher education departments to consider at the beginning where and how service-learning fits into their curriculum and courses (cf. Swicke et al, 1998) so that competencies are gradually introduced throughout courses rather than all at once in every course.

I really do not mean to sell anyone's efforts short. There is more than ample evidence in these professors' reports revealing how service-learning projects had significant impact on their students, the recipients and on themselves. As they have implemented their projects over three or four semesters, more than a few have been unduly surprised by the power and potential of the service-learning projects to affect students' personal and professional development. Many of these effects are reported as outcomes that the professors had never anticipated. With each subsequent incarnation, professors tended to report how they had learned valuable lessons from the service-learning experiences about the nature of teacher preparation, and how they adjusted their service-learning projects to allow these effects to take on greater proportions. There is evidence that doing service-learning has fertilized their courses, their community partnerships, their students' professional and personal development, and their own insights. Some have discovered that the interaction between teacher education, service-learning and student growth is a highly compatible merger and has provided salient outcomes connected to a multitude of very important program and systemic goals, especially in service-learning courses where preservice teachers learned to see students who are different in a new perspective and also saw themselves changed by the experience. Based on these illuminating experiences professors are finding ways to expand their service-learning projects to include all manner of nuances, including a perceptible trend toward institutionalization. Nancy Wiltz submitted a reflection that captures the expansive effects of service-learning pedagogy:

> This is actually my fourth semester to infuse service-learning into this course. Each semester, I seem to get more proficient at presenting the basic service-learning material in meaningful ways, and in ways that the whole concept makes sense to preservice teachers. I am becoming much better at demonstrating how to incorporate the Maryland Learning Outcomes or other content standards to validate the academic basis for this type of project in public primary grades ... It is imperative that the students really do a project; it cannot be a

hypothetical project … Next semester I am going to require a different type of reflective log, whereby each contact or action is dated and recorded as preparation, action, or reflection. I am also going to require reflection from the student, the participants and those receiving service.

IMPLICATIONS

Implication #1: **It is unreasonable to expect that all courses in the teacher education program will be able or need to include all service-learning competencies.**

Implication #2: **Teacher education programs that infuse service-learning experiences within courses need to provide significant opportunities for students to document through structured reflective activities, the precise nature of their learning in each course experience.**

This would help structure the overall sequence of service-learning experiences and help instructors and students to make decisions about each experience. These carefully structured opportunities for reflection are uniformly endorsed by the research (cf. Eyler, 2000; Darling-Hammond & Synder, 1998; Wade 1998).

Implication #3: **Ask the right questions at the right time.**

"Service-learning and evaluation … are intimately linked through the questions and learning activities that drive the program," (Shumer, 2002, p.183). To help you focus your objectives and how you might assess them, consider the questions you might want to ask yourself as you begin to envision service-learning in your course. Appendix D contains a list of 28 questions that beginners can ask themselves as they prepare and plan. Considering these questions might help you focus your efforts and also might get you started thinking about appropriate ways to discover answers to them. These questions are also based in the research literature about service-learning and teacher education (e.g., Eyler & Giles, 2002; Shumer, 2000; Swick et al, 1998).

CONCLUSION

Considering the nature and purpose of this manual—to present "Service-Learning, How to …" based on our initial attempts—and considering the multiple components of service-learning planning, implementation and assessment combined with program constraints, department agendas and the climate of politically mandated standards of learning—it seems more than appropriate for beginners to consider ways to simplify the multiple tasks of the service-learning assessment/evaluation process. Learn from our shortcomings and shortcuts. If it had been possible for the professors in each department to have made adjustments among their course designs, to coordinate service-learning in stages throughout their course sequences, perhaps we could have achieved a more manageable and sensible model of infusion. This has to be a major lesson learned. Either way, individual or program coordinated service-learning infusion, perhaps the initial stages require a somewhat prominent learning curve, yet I am suggesting that through program coordination, e.g., where and when to place the component or competency in the appropriate course, might help to prevent bothersome vagueness and fragmentation.

Moreover to prevent vagueness, beginners are strongly urged to include in their list of service-learning competencies, one that makes explicit that teacher candidates can demonstrate their understanding of the distinctions between service-learning, volunteerism, internships and clinical practica (cf. Shumer, 1997; 2000). Similarly I recommend that you expand the "P-A-R" competency (Plan-Act-Reflect) to the P-A-R-E model (Plan-Act-Reflect-Evaluate) so that from the beginning teacher educators and their students grasp that service-learning and evaluation are an inseparable process (Shumer, 2002). Otherwise, there were unexpected phenomena in most if not all of these projects across the three university settings. Ultimately as teacher educators we want to provide authentic learning opportunities for our preservice teachers to experience the complexities of teaching. "Thinking begins in what may fairly be called a forked-road situation; a situation which is ambiguous, which presents a dilemma," (Dewey, 1938, p. 12). Perhaps in the beginning of implementing service-learning in teacher education one might be well advised to learn service-learning by just doing it.

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Wade, R.C. & Saxe, D.W. (1996). Community service-learning in the social studies: Historical roots, empirical evidence, critical issues. Theory and Research in Social Education, 24, 4, pp.331-59.

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RESOURCES: ASSESSMENT INSTRUMENTS

Workbooks & Assessment Instruments

1). Shumer, R. (2000). Shumer's Self-Assessment for service-learning. Center for Experiential and Service Learning, Department of Work, Community, and Family Education. College of Education and Human Development, University of Minnesota, St. Paul, MINN. Available to download from http://csf.colorado.edu/mail/service-learning/feb01/pdf00000.pdf

This comprehensive assessment instrument, tested for three years in eight states, is both summative and formative and serves a variety of purposes for assessing program impact on all participants. It enables participants to determine the programs strengths and weaknesses in every component and its impact on all sectors. It then provides a format to help participants create a plan of action for change. "The primary purpose of this survey is to help you examine issues about your program that need improvement."

2). Driscoll, A, Gelmon, S.B., Holland, B.A., Kerrigan, S, Spring, A, Grosvold, K., & Longley, M.J. (1998). Assessing the impact of service-learning: A workbook of strategies and methods. Center for Academic Excellence, Portland State University. ED432949.

This extremely helpful manual was developed (based on a three year study) to enable practitioners in higher education with establishing a "culture of evidence" to determine if service-learning courses make a difference. This workbook of strategies and resources was the source for the assessment model we used to measure the impact of our service-learning projects in our teacher courses. It is a comprehensive guide. Particularly useful are its easy to use formats, including tables that break down variables, indicators and multiple methods of measuring each participant—for students, faculty, community and institution. It contains sample surveys which use a Likert scale to gauge impact of S-l project on student participants. There are also protocols for student interviews and focus groups; classroom observation guidelines, an observation form and teaching/learning continuum; and a service-learning syllabus analysis guide. The guide also contains project planning and reporting forms that incorporate all participants.

3). Diaz, D., Furco, A., & Yamada, "Student Learning Pre- & Post-Test" University of California, Berkeley.

A Likert scale pre-post survey instrument consisting of 29 statements designed to measure the impact of service-learning on students ' attitudes and beliefs. Authors claim that the items can be clustered into the following domains: academic, civic responsibility, career, empowerment. Examples of survey items that students rate on a scale of 1-4, include: "Being involved in a program to improve my community is important."

In addition, in the post-test respondents are asked to provide narrative feedback to questions about various aspects of their service-learning experiences: "What have you learned about yourself or others since becoming involved in the service-learning component of this course?"

4). Educators' Guide to Service-Learning Program Evaluation National service-learning Clearinghouse http://216.239.51.100/search?q=cache:q8zwrjbTw2kC:www.servicelearning.org/resources_tools/tool_kits/pdfs/EvaluationT"

5). The University of Maryland Faculty Handbook for Service-Learning (1998)

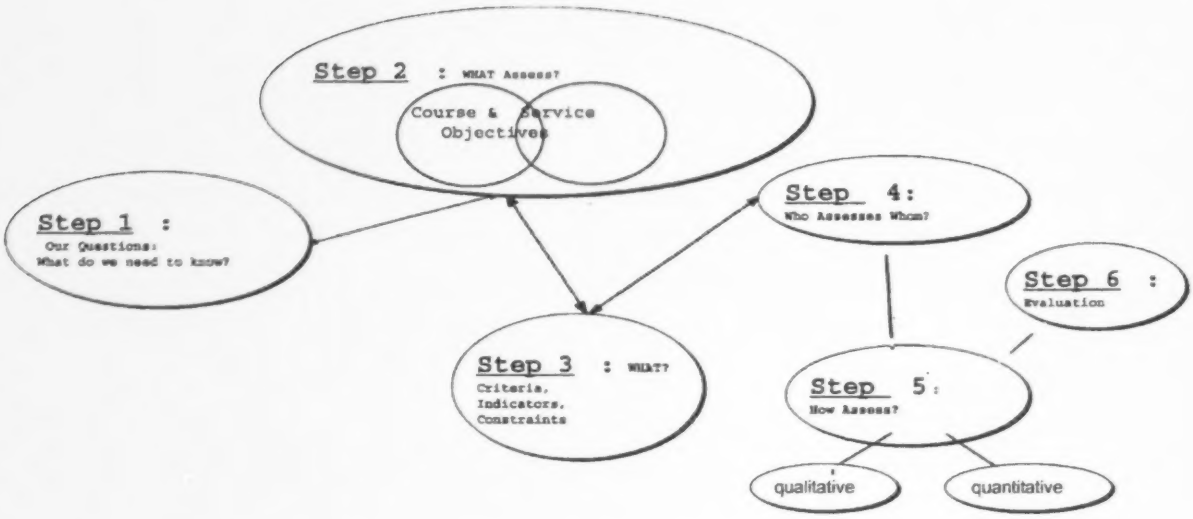
"To help faculty get started in implementing service-learning courses and to help faculty experienced in service-learning to enhance their courses. It includes numerous practical tools and suggests further resources." To download the full text of the handbook as a pdf file visit www.inform.umd.edu/csp/ServiceLearning/handbook.html

6). AmeriCorps Performance Measurement Toolkit downloadable from www.projectstar.org/star/AmeriCorps/pmtoolkit.htm

"The purposes of this Performance Measurement Toolkit are to introduce the concept of performance measurement, provide information on performance measurement as it applies to AmeriCorps programs, and in particular to help potential applicants for AmeriCorps funding satisfy the performance measurement requirements of the application process. This toolkit describes: 1. Performance measurement, outputs, intermediate outcomes and end outcomes; 2. The minimum requirements the Corporation for National and Community Service expects AmeriCorps programs to report; 3. How the logic model can be used to define desired results and provides logic model examples; 4. What to consider when choosing methods and instruments for performance measurement; and 5. How to complete a performance measurement worksheet."

APPENDIX A

Figure 1: Service-Learning Assessment Planning. Step 1



Model for
Assessment Planning Process

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Figure 2:
Step #1: QUESTIONS

What do we need to know about assessing impact of Service Learning on preservice teachers? Brainstorm here:

Figure 3: Service-Learning Assessment Planning, Step 2

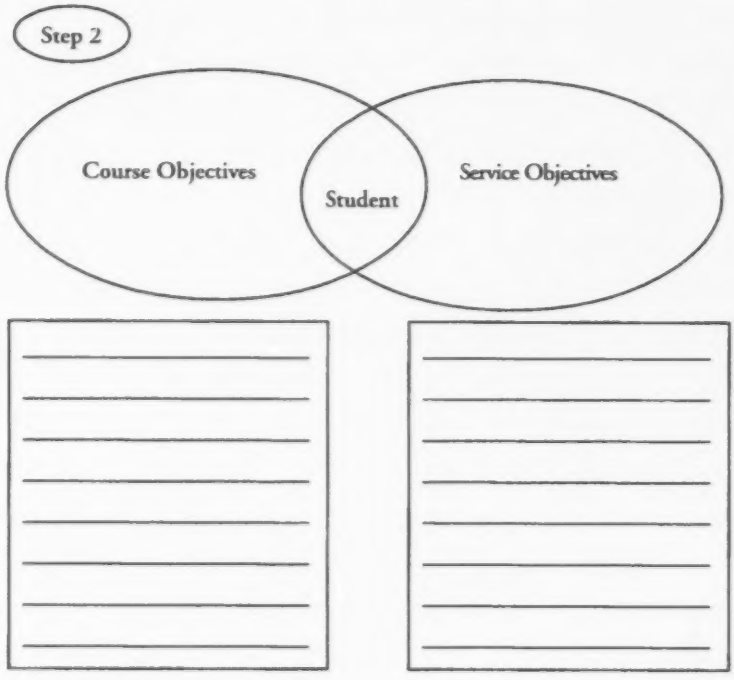


Figure 4: Service-Learning Assessment Planning, Step 3.

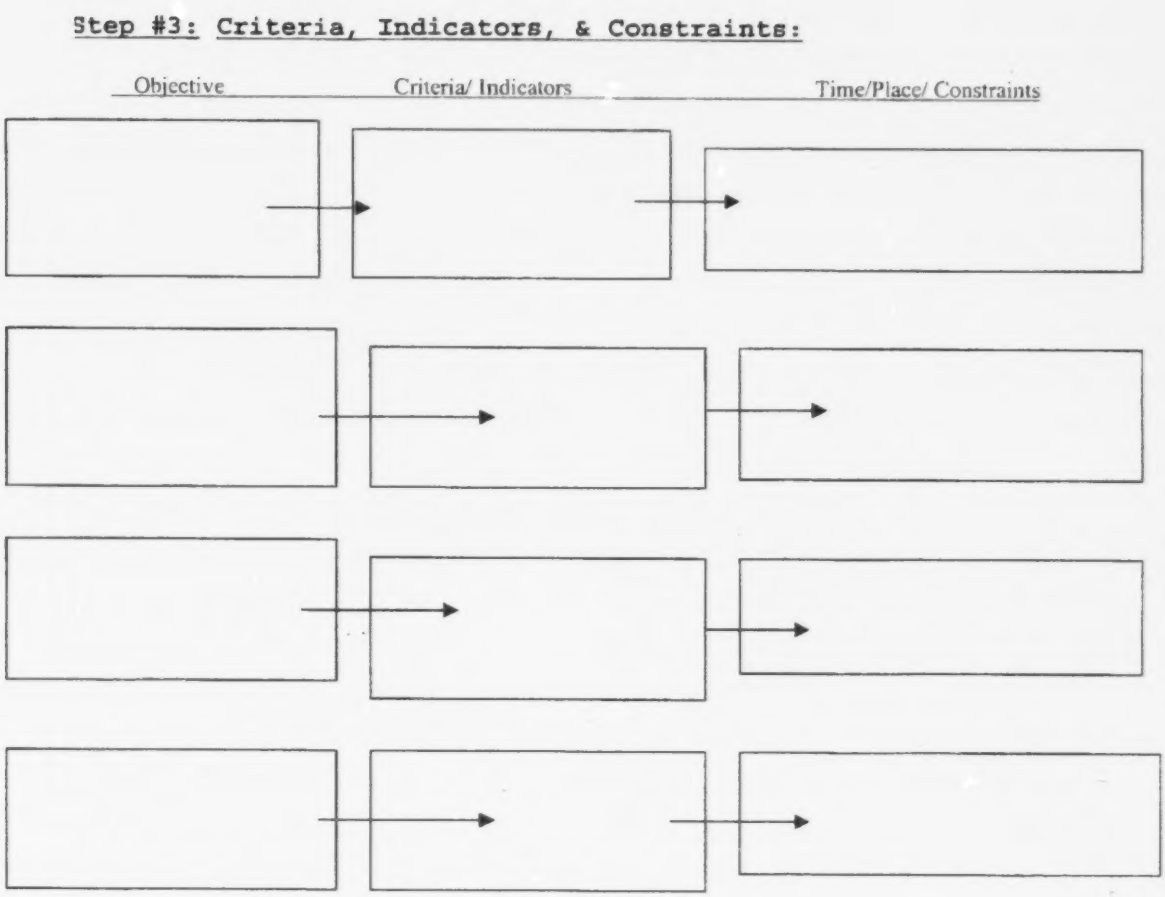


Figure 5: Service-Learning Assessment Planning, Step 4.

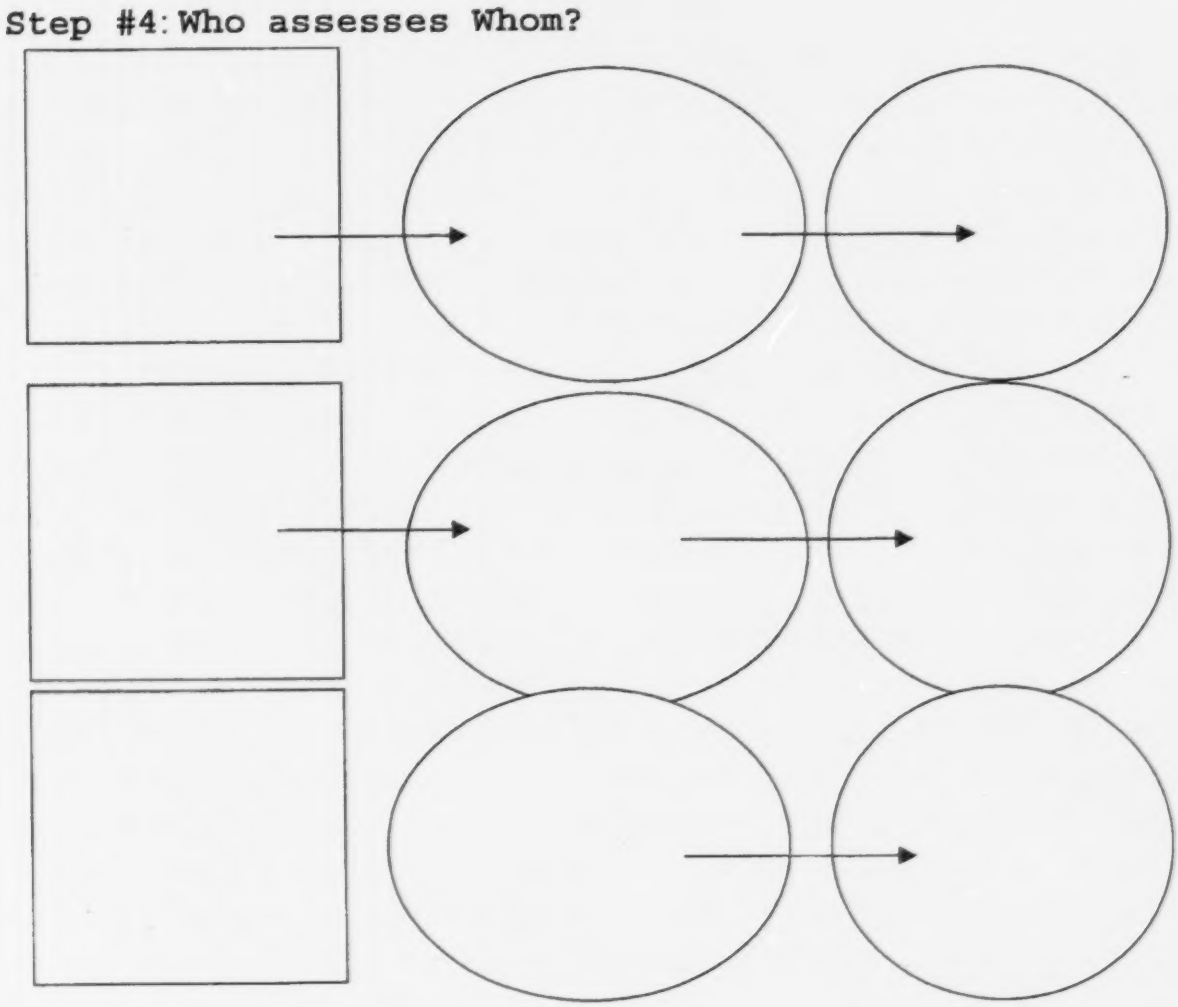


Figure 6: Service-Learning Assessment Planning, Step 5.

Step 5: How Assess?

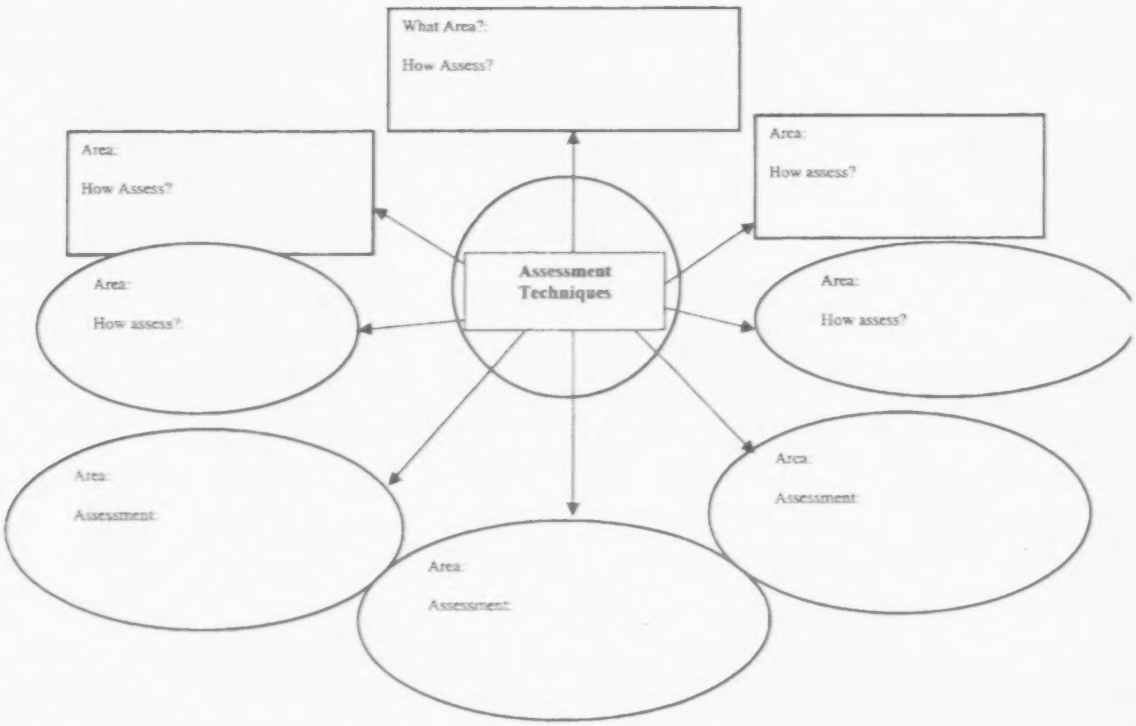
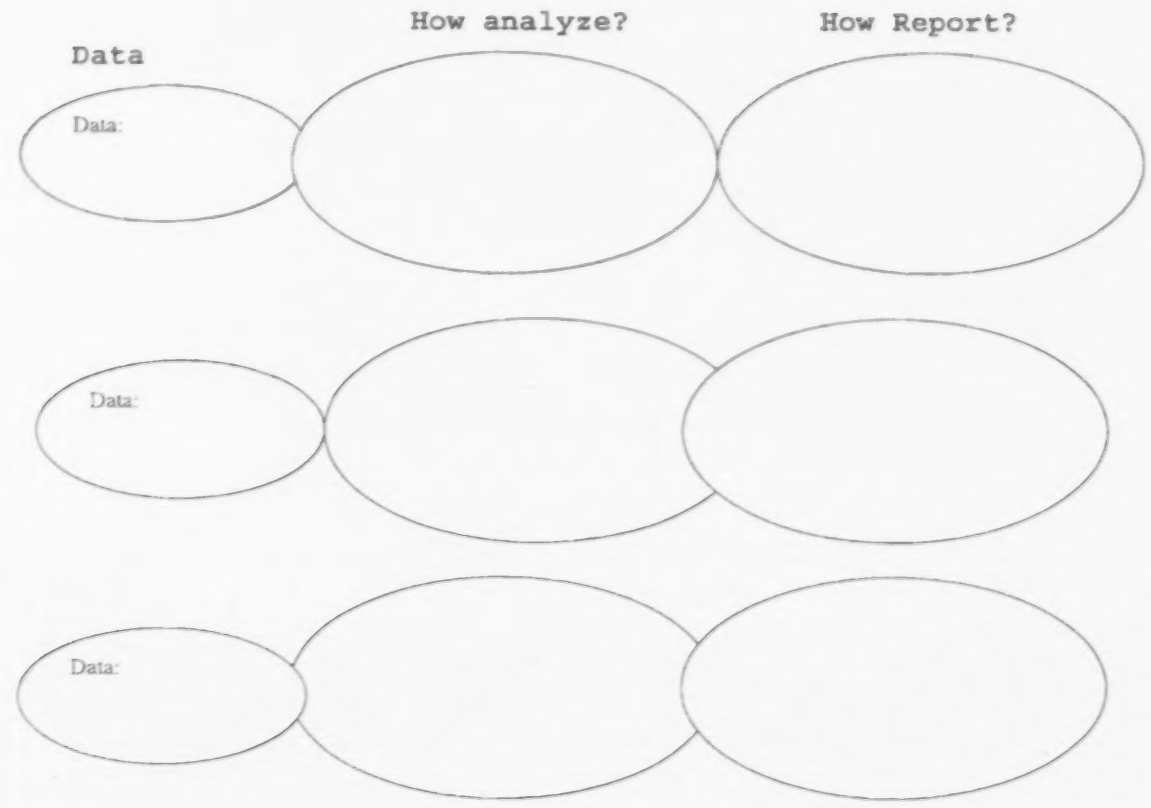


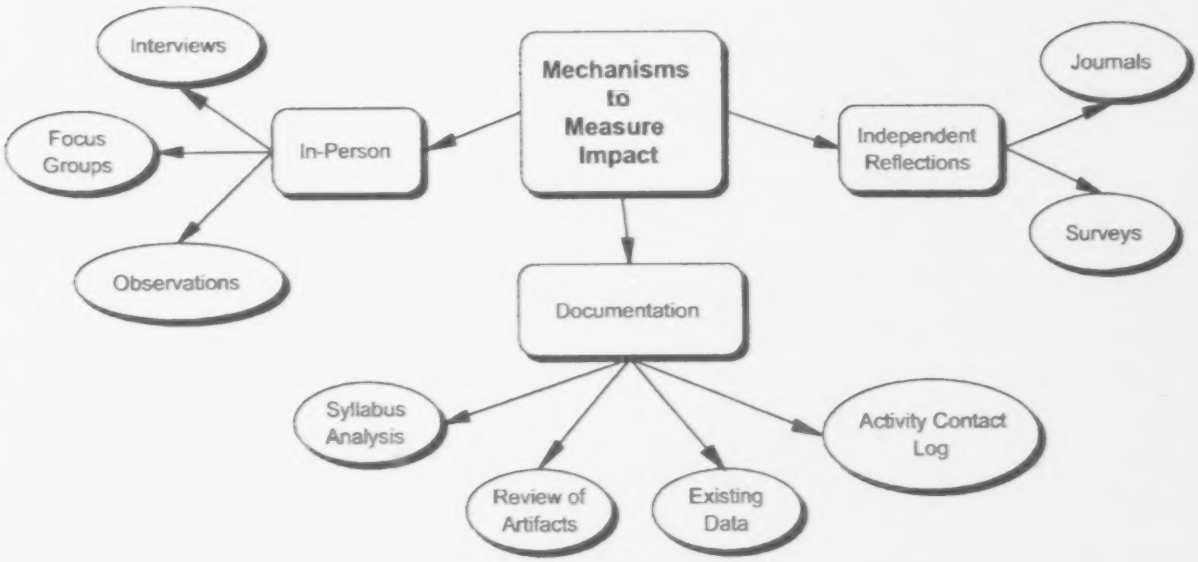
Figure 7: Service-Learning Assessment Planning, Step 6



APPENDIX B

Mechanisms to Measure Impact

Adapted from the State University of Portland's "Assessing the Impact of Service-Learning: A Workbook of Strategies and Methods"



APPENDIX C

Framework For Service-Learning Course Evaluation

In addition to the data you will obtain from the Q-sort, which focuses on the area of attitude changes, we will need evidence that indicates student learning of the five service-learning competencies. (NB: These were competencies we learned last year in service-learning 101.)

Five service-learning Competencies

1. Identify community need
2. Establish partnership and collaboration with community to develop service-learning project
3. Perform service-learning process: Preparation—Action—Reflection
4. Identify relationship between service-learning project and course content
5. Share results: how to evaluate/assess the impact of service-learning on all involved: community, K-12 students, self

FRAMEWORK FOR ASSESSMENT OF SERVICE-LEARNING COMPETENCIES

SUGGESTED GUIDELINES

Decide how you will assess these five competencies, i.e., provide evidence that your students have developed the skills for implementing service-learning in their future classrooms?

Decide which of the following techniques might be sources of data for assessment (these are taken from Portland University's "Assessing the Impact of Service-Learning: A Workbook of Strategies & Methods", 1998) *See attached chart.*

SUGGESTED TECHNIQUES FOR DATA COLLECTION

1. Artifacts: Reflections, quizzes, tests, essays, journals, video, portfolio, Power Point presentations, contact logs, syllabus analyses, etc.
2. Interviews: videotapes, focus groups
3. Observations: videotapes, notes and write-ups,
4. Surveys

ESSENTIAL DATA FOR YEAR TWO SERVICE-LEARNING GRANT

NARRATIVE REFLECTION: (data analysis) After you have collected assessment data on five service-learning competencies, you will need to write a narrative reflection in which you indicate how you feel your data represents the achievements of your students.

MEASURED LEARNING: In addition, for each competency you assess, you will need to indicate the percentage of your students who reached mastery level.

COURSE: _____ Semester: _____

INSTRUCTOR: _____ School: _____

No. of Students: _____

Competency	**Measurement** Method	**Results:** % of students who demonstrated acceptable level of mastery
1. Identify Community Need		
2. Establish partnership and collaboration with community to develop service-learning project		
3. Perform service-learning process: Preparation Action Reflection		
4. Identify relationship between service-learning project and course content		
5. Sharing results: how to evaluate/assess the impact of service-learning on all involved: Community K-12 students self		

APPENDIX D

Twenty-eight questions for beginners to ask:

1. What outcomes are related to service-learning outcomes in my teacher education course?
2. In my teacher education course to what extent will I be able to implement a service-learning project?
3. Do I understand the purpose of assessing and evaluating service-learning activities in my course?
4. Can candidates differentiate between service-learning and volunteerism, community service, clinical experiences? (Shumer, 2002)
5. Can candidates identify service-learning practices, including how context affects process and form of the project? Can they adapt given constraints?
6. How has the service-learning experience helped them to develop reflective practices? To problem solve in complex settings, to work collaboratively?
7. Has the service-learning experience revealed to my students their assumptions, preconceptions, misconceptions about the community and its people?
8. How might this service-learning project create negative effects for those involved?
9. What have they learned about their community?
10. Are my students more familiar not only with the service-learning process but also with the constraints they may face in implementing service-learning in their future classrooms?
11. Do they understand how to measure the impact of service-learning on their students, the community need? Can they set goals and outcomes?
12. Did I provide adequate opportunities for them to reflect in structured ways?
13. Were goals and outcomes clear so that candidates understood the purpose of the service-learning project as well as its connection to the course content?
14. How did I model for my students the service-learning competencies?
15. What impact has the service-learning project had on my pedagogy? My course?
16. Did I use authentic assessments (Darling-Hammond & Synder, 1998) and multiple sources of reflections: journals, discussions, writing assignments, displays, WebSearches, presentations in combination with traditional measurements: teacher designed questionnaires, tests, portfolios to evaluate specifically desired outcomes of service-learning activities?
17. Did I enable students to connect service-learning with significant school reform efforts such as multicultural education, problem-based learning, democratic education, cooperative learning, and last but not least, standards-based learning?
18. Are the service-learning experiences that teacher education students engaged in thoughtfully organized?
19. Have I with my colleagues discussed how service-learning competencies could be distributed across our teacher education curriculum?
20. Are students applying skills they have developed in their courses and practica to their service-learning activities?
21. Are the students encouraged to connect their service-learning experiences with their future profession?
22. Are students developing caring and compassion as a result of serving others? Are there other effects on my students, such as increased understanding of and commitment to social justice, civic responsibility, etc.?
23. How will I gauge to what extent preservice teachers will be able to implement service-learning in their future classrooms?
24. Should I provide them with a clear set of guidelines to help them when they implement service-learning in their future classrooms?
25. What have I learned about experiential learning in the context of my teacher education course?
26. To what extent were my students co-creators in the process of developing and planning the service-learning project?
27. Do my students understand the need for service-learning in our global society?
28. What are my students' assumptions about serving people in their community?

Chapter 4

Learning In The Context of Service: Concluding Thoughts

Edward Robeck, Ph.D., Salisbury University
Barbara Laster, Ed.D., Towson University
Joel T. Jenne, Ph.D., Salisbury University
Elizabeth H. Brooks, Ed.D., Coppin State College

Chapter 4

Learning In The Context of Service: Concluding Thoughts

Edward Robeck, Ph.D., Salisbury University
Barbara Laster, Ed.D., Towson University
Joel T. Jenne, Ph.D., Salisbury University
Elizabeth H. Brooks, Ed.D., Coppin State College

As one reads the descriptions of the 15 courses offered at the three institutions of higher education, the distinction between service learning and volunteerism resonates. Volunteerism is altruism in action. Service-learning is more. It is course-related, reflective outreach that focuses equally on the growth of those giving service and the empowerment of those receiving service. These courses clearly bring service-learning to life. The impact of service-learning on multiple student populations at urban, suburban and rural campuses, has a ripple effect for many years to come. The most fundamental of those effects is to help shape the professional identities of the preservice and inservice teachers engaging in service-learning activities in these courses.

The Consortium comprised of the three institutions of teacher education was very productive. Formed in the year 2000, the Consortium consisted of 18 professors who met regularly at alternating campuses to learn about infusing service-learning into teacher education courses. These professors represented a broad range of disciplines, levels, culture/ethnicities and experiences. At Coppin State College, there were professors of Adult and General Education whose expertise ranged from early childhood to gerontology, an associate dean of arts and sciences, the director of the Education Resource Center, and the director of the Education Technology Center. Professors from Towson University represented the four large departments in the College of Education: Early Childhood, Elementary, Secondary and Reading, Special Education, and Instructional Technology. Salisbury University's team included professors who taught many different General Education requirements such as the foundations course called The School in a Diverse Society and methods courses in social studies, science and language arts/reading. Courses at both the graduate and undergraduate levels were infused with service-learning as a result of this consortium.

VARIED APPROACHES TO SERVICE-LEARNING

The courses taught by Consortium members demonstrated the variety of approaches that can be taken to integrating service-learning into curricula. For example, some of the courses required a specific whole-class project, while others allowed for each student to develop her or his own individual project. Some of the projects took place in schools and at other settings with a primary focus on education, while others took place in conjunction with community organizations for which education is just one part of their mission. Most courses required service-learning, although a few allowed students the option of service-learning, a research project, or an action/advocacy project. In these courses, the majority of the students chose to do service-learning. Each approach to service-learning had advantages and disadvantages.

Site selection was one of the biggest differences among the projects. Some courses required a specific site at which all students were to perform their service learning. For example, all of Dr. Robeck's students were required to spend time at the local zoo. Similarly, in Professor Gilliam's Honors World Literature course, students worked with children from two selected elementary schools. When a whole class of students went to one site or when the target population was transported to the college, the professor had more opportunity for direct supervision of the project. With this model of service-learning, there was an opportunity to build the course-specific service-learning expectations over several semesters and to develop a strong collabora-

tion with the personnel at one or two sites. An ongoing collaboration has the benefit to both the community site and the institution of higher education for personnel to really get to know each other and understand each others' priorities and needs for the joint projects. The expectations of students' roles are clearer because of this ongoing collaboration. Furthermore, feedback allows for improving, refining and possibly enlarging the service-learning project in subsequent semesters.

In several courses, students had the option of choosing any site for their service-learning projects. At Towson, self-selection was expected in several courses, such as Dr. Frieman's Intervention and the Young Child, Dr. Laster's Teaching and Learning in a Diverse Society, Dr. Wilkins' Survey of Educational Programs, Dr. Wiltz's Primary Curriculum, and Dr. Jin's Teaching in a Multicultural/Multiethnic Society. This was also true of Dr. Geleta's course at Salisbury University, The School in a Diverse Society. At Coppin State, both of Dr. Sutton's courses and Dr. Brooks' Sociology and Community Development course also gave students the opportunity to choose their sites. One significant benefit of having students forage for their own site was that they often became very engrossed in the lives of the citizens at the site. For example, the film major who did her service-learning project at a halfway house for drug addicts decided to make a film documentary of the facility. That project and others continued beyond the term of the course because the service the student chose to provide was more than what could be contained in a single semester. This shows how the individual student's vision can become larger than the class assignment; he/she becomes part of the community site. Connections with the curriculum, which is an important element separating volunteerism from service-learning, are sometimes more challenging to identify when students are working at multiple sites, making classroom discussions of the projects more wide ranging in scope. Another drawback of having student-selected sites is that it often takes longer for students to get their service learning project going. Establishing rapport with the community-based personnel takes time, for example. As most students are in these courses for only one semester, ongoing collaboration between the site and the university may be absent. A professor who allows for student selection of service-learning sites must be comfortable with a more open-ended assignment and with less supervision of the action part of service-learning. Yet, having students at several sites can also provide the opportunity for students to see an even broader relevance to the course content as the diverse range of connections to real-world experience become clear in class discussions about each others' projects.

A third approach is having students, as a class, choose the service-learning project for that particular semester, but all students engage in the same project. Hence the site and the project may change from semester to semester. An example of this approach is the school-supply drive for Afghan children undertaken by Dr. Jenne's social studies methods classes. This approach has some of the advantages associated with the specific site approach, in terms of control and supervision, but lacks the ongoing collaboration with one site or agency. This approach also has the advantage of giving students some voice in the selection of the project but does not allow for the level of individual choice and engagement often associated with self-selected projects.

What this variety demonstrates most of all is that service-learning is a flexible approach that is adaptable to specific instructional contexts and community settings. As well, the success of the varied projects described in this text demonstrates that none of these approaches is necessarily better than any other, but that each holds promise as an option for engaging students with their community.

REACHING THROUGH DIFFERENCE WITH A COMMITMENT TO SERVE

Service-learning provides opportunities for students to encounter and interact not only with individuals who are different from themselves, but also with the contexts in which those people live. In doing so, the students do not address the people in a strictly abstract manner, as they might if they stayed in a classroom where trends and tendencies of a population might be the focus. Instead, students get involved in and become part of the experience of the people whose needs they are addressing. That involvement has many effects. First, it helps students put faces and names to dimensions of human difference along lines of language, race, age, economic status, nationality and so on. These are dimensions of difference with which college students often have limited experience outside their own group. This limited experience can lead students to both oversimplify the

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situations of others and to view difference as a barrier to relationships. A common theme in these projects was that, at first, the issues of difference seemed remarkable. Some students felt awkward, and some even resented being asked to work in a setting that made them so uncomfortable. However, as the project evolved, what became truly remarkable were the commonalities that transcended difference. Dr. Laster recognized this as she saw her students comment about their discomfort with difference, and acknowledge their surprise at the extent of difference, but then move to a sense of affiliation as they recognized elements of experience that they shared with the people involved with them in their projects. This affiliation often led students to a sense of advocacy and a desire to go beyond requirements as they became genuinely committed to the individuals they met.

Through their commitment to serve, many students came to recognize a second effect of working within real-world contexts, which is that addressing community needs means becoming involved in the complex dynamics of human experience. So, for example, Dr. Sutton's students learned that addressing the socialization needs of elderly people also meant engaging with their ethnic identity, acknowledging their desire to be respected and loved, and recognizing elders as having a level of wisdom that comes from the passage of years. Similarly, when his students worked to publicize information about flu vaccinations, they encountered a range of cultural and language issues that made the effort more involved than just making information accessible. In their ambitious project to send school supplies to Afghan children, Dr. Jenne's students found that hard work and a drive to serve sometimes has to be coupled with logistical resourcefulness. In this case, for the service to benefit the target group, the materials actually needed to be delivered to the intended beneficiaries. Were students to only research these issues, these aspects of the holistic quality of the project might be missed.

The various problems with schedules, logistics and shaping a process to match the personal features of the people involved demonstrated the optimism that is inherent in service-learning as an endeavor. That is to say that while the students involved in these projects learned that addressing community needs is always more complex than it may at first seem to be, they also came to that realization while they were, in fact, negotiating those complexities successfully. Service-learning is premised on the expectation that problems can be addressed, if not actually "solved," through concerted thoughtful attention and action. This optimism became apparent through the enthusiasm that was generated among students when they found they were able to contribute positively to their community even as pre-professionals. Dr. Geleta's students, for example, applied their existing skills to support literacy in their community and were excited by the sense of personal agency and empowerment that emerged for them as a result.

STRUCTURE OF SERVICE-LEARNING

While combining opportunities to use varied approaches with sensitivity to the complex needs of people in a community imbues service-learning with great potential, it also calls for an organizing structure that keeps service-learning manageable. The three-phase service-learning process of Preparation-Action-Reflection (PAR) provided the students and instructors in the Consortium with a heuristic for organizing their work. Each faculty member was able to use the PAR structure to present the outline of service-learning to students and to sketch the activities that would be undertaken. Yet, as the projects developed, the PAR structure could be interpreted in different ways, allowing instructors and students to use it to meet the specific needs of the course. Even within a single course, the PAR structure allowed shifts in the flow of a project—what was done as Action in a phase of a project might also be Preparation for a later phase of the project, and Reflecting on a project done one semester might become Preparation for the next semester. As well, the changes that Dr. Bond and Dr. Robeck made in their courses over time provide demonstrations of the iterative character that must be part of the processes that address community problems. What seems like it will work at the outset may not be workable in practice, and what is workable in practice on one occasion may have to be revised to work in another situation. One lesson learned from this is that while a process framework is important for problem solving, the actual focus must continue to be the people in the community who are being served, and their responses to the actions being taken.

BENEFITS FROM SERVICE-LEARNING

The Preparation-Action-Reflection structure also helps to bring the process back to the person providing the service, which highlights the reciprocal character of service-learning. In virtually all of the projects in this volume, the students felt they not only provided service, but gained from the experience. These benefits sometimes came about incidentally, as noted in students' affective realizations; Dr. Frieman's students mention benefiting from the role of teachers in children's lives. Other times the benefits are derived within a deliberate set of opportunities built into the project, such as when Dr. Jin provided her students with a project that helped them to examine their own prejudices and stereotypes about others. Still other benefits come about from students having to, not only recognize the real-world effects of prejudice, but also to negotiate the demands of the social dynamics of the setting. This was the case with Dr. Laster's student who struggled to gain legitimacy as a female working to coach young males in baseball. In all of these ways and more, the potential of service-learning to benefit those providing the service was readily apparent. Interestingly, what some students gained was not only a sense of their new knowledge and abilities, but also the recognition of what they still had to learn. Comments by Dr. Jenne's students showed that they realized how little they really knew about the conditions of Afghan life, for example. The potential of service-learning, therefore, is not only to help students learn, but also to help create a desire for learning. As students come to care about those they are striving to serve, they want to know more about how to form relationships with them.

Service-learning offers the potential for personal growth; yet, it must also be said that there are factors that can keep that potential from being entirely realized. Dr. Geleta and her class found that in trying to understand the situations of some of the children they worked with, some of her students continued to operate through a perspective shaped by their prior assumptions about low-income families. The college students maintained their more simplistic version of the "others'" lives, despite their interactions with them. Issues of power and equity, intersecting with students' preconceptions about society and various social groups, can work against their learning. Still, service-learning provides a vehicle by which those preconceptions can be recognized, at least by the instructor, and dealt with over time. For example, Dr. Robeck's ability to respond to his students' ideas about the roles of teachers and students in schools was enhanced by the service-learning experiences of his students, but it took time over several semesters to develop an approach that helped students to critically examine those ideas.

The reciprocity of service-learning taking place within schools can reconfigure the relationships that are typical of teacher education programs. Traditionally, students in teacher education programs enter schools expecting to gain from the experience in various ways, such as becoming familiar with the culture of schools, certain instructional practices, or the characteristics of children of a certain age group. At times, the students feel they have little to give back to the setting. As Dr. Bowden's project demonstrated, when students entered the setting with the focus on giving as much as they were getting from the relationship, they were less likely to be passive. Instead, they actively looked for ways to contribute to what is happening in the setting in positive ways. Many times these contributions drew from the unique characteristics of the individuals providing the service, as was the case with Professor Gilliam's students who used their own multinational experiences to enhance the learning of the young children with whom they worked. Preservice teachers' read-alouds to K-5 ESOL students in Dr. Bond's classes not only enhanced understanding of the potential of using literature to strengthen language skills, but also positively affected the English skills of the K-5 students.

While some of the most important learning that occurs through service-learning is often incidental and unanticipated, the approach also allows for the inclusion of specific goals and standards. Dr. Wilkins' and Dr. Wiltz' contributions to this volume, among others, demonstrate the explicit support that service-learning provides to an instructor's attempts to emphasize established content standards, outcomes, and instructional goals. This is important for several reasons, of course, but generally speaking it is important in that it suggests that service-learning is not just one more thing to add to the curriculum. Service-learning itself is an effective instructional approach, and one that carries with it important social and personal benefits that are sometimes difficult to obtain through more traditional means.

In conclusion, the multiple objectives of the Teacher Education Consortium in Service-Learning provide a set of powerful teaching strategies for students in teacher education programs. As teacher educators, collaborating across institutions of higher education, we assist our students in the development of their professional identities as teachers. Part of that identity includes an understanding of the potential connections between academic learning and community service. Introducing our students to best practices for implementing service-learning projects in their own classes has been a step in the right direction as our students cross the threshold to professional practice.

Resources

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ELECTRONIC RESOURCES

(Available as of May 25, 2003)

American Association for Higher Education (AAHE) Monograph Series
www.aahe.org/service/series.htm
Contains theoretical essays helpful to educators interested in service-learning pedagogy (design, implementation and outcomes of specific service-learning programs).

American Association of Community Colleges Service-Learning Clearinghouse
www.aacc.nche.edu/initiatives/horizons/syllabi.htm
Free copies of course syllabi which contain service-learning projects/resources from a number of community colleges.

Close Up Foundation
www.closeup.org/
Publishes online Service-Learning Quarterly newsletter containing resources.

Colorado State University Service-Learning and Volunteer Programs
www.colostate.edu/Depts/SLVP/sipman.htm
Source for Service-Learning Faculty Manual which includes principles and standards of service-learning, programs and activities at Colorado State University, and effective practices in service-learning.

Corporation for National Service
www.cns.gov/
Provides links to Learn and Serve America and AmeriCorp with research information, conferences and grant sources.

Denison University, Center for Service-Learning
www.denison.edu/service-learning
Provides lots of ideas for service-learning projects suitable for use with young children.

Georgetown University, Volunteer and Public Service Center
www.georgetown.edu/outreach/vps/
Provides detailed descriptions of national and international service-learning programs.

National Council of Teachers of English Service-Learning in Composition
www.ncte.org/service
Resources and information for teachers seeking ways to connect writing instruction with community action. Includes syllabi, assignments, sample student projects, bibliographies and active research projects.

North Carolina Central University Academic Community Service-Learning Program
www.nccu.edu/commserv/Service1.htm
Provides detailed Faculty Guide for use in connecting service-learning to instruction in higher education.

National Service-Learning Clearinghouse
http://umn.edu/~serve
Broad site providing information for novices and well as experienced service-learning leaders. Information includes: funding, conferences, legislature and current issues related to service-learning.

University of Rhode Island, Feinstein Center for Service Learning
www.uri.edu/volunteer
Site offers extensive information on Feinstein Center Faculty Fellows Program, Scholarships, Conferences, America Enrichment Project, etc.

Michigan Journal of Community Service-Learning
http://umich.edu/~ocsl/MJCSL

LISTSERVS

(Available as of May 28, 2003)

Community-Based Service-Learning
A national listserv for individuals at community-based organizations who are engaged in service-learning activities. This listserv is hosted by the Points of Light Foundation.
To subscribe send an e-mail to listserv@listserv.pointsoflight.org

HE-SL Listserv
Provides a forum for the discussion of issues concerning the higher education service-learning community. HE-SL Listserv discussions have evolved around curriculum requests, class assignments and the institutionalization of service-learning.
To subscribe send an e-mail to join-he-sl@lists.etr.org

K12-SL Listserv
Provides a forum for the discussion of issues concerning the K-12 service-learning community. Some of the past discussions have involved project ideas, information requests and current service-learning news.
To subscribe visit http://////lyris.etr.org/cgi-bin/lyris.pl?enter=k12-sl

Service-Learning Listserv Hosted by Communications for Sustainable Future at the University of Colorado, Boulder

An active and informative listserv for the entire service-learning community. Although hosted by an institution for higher education, the discussions cover a wide range of service-learning topics.

To subscribe send an e-mail to majordomo@csf.colorado.edu

SERVICE-LEARNING JOURNAL

Michigan Journal of Community Service-Learning
http://umich.edu/~ocsl/MJCSL

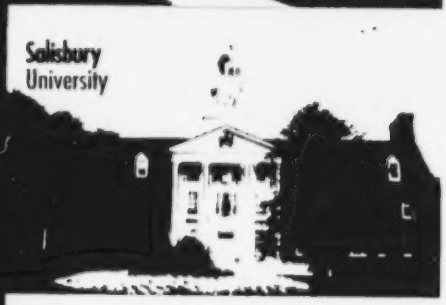
National peer-reviewed journal publishing articles on research, pedagogy, theory and other matters pertaining to curriculum-based service-learning in higher education. Published at the Edward Ginsberg Center for Community Service and Learning at the University of Michigan.

Learning to Serve, Serving to Learn

A View from Higher Education

Integrating Service-Learning Into Curriculum: Lessons Learned

Teacher Education Consortium in Service-Learning



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